

WART'S
ELEMENTARY
GRAMMAR



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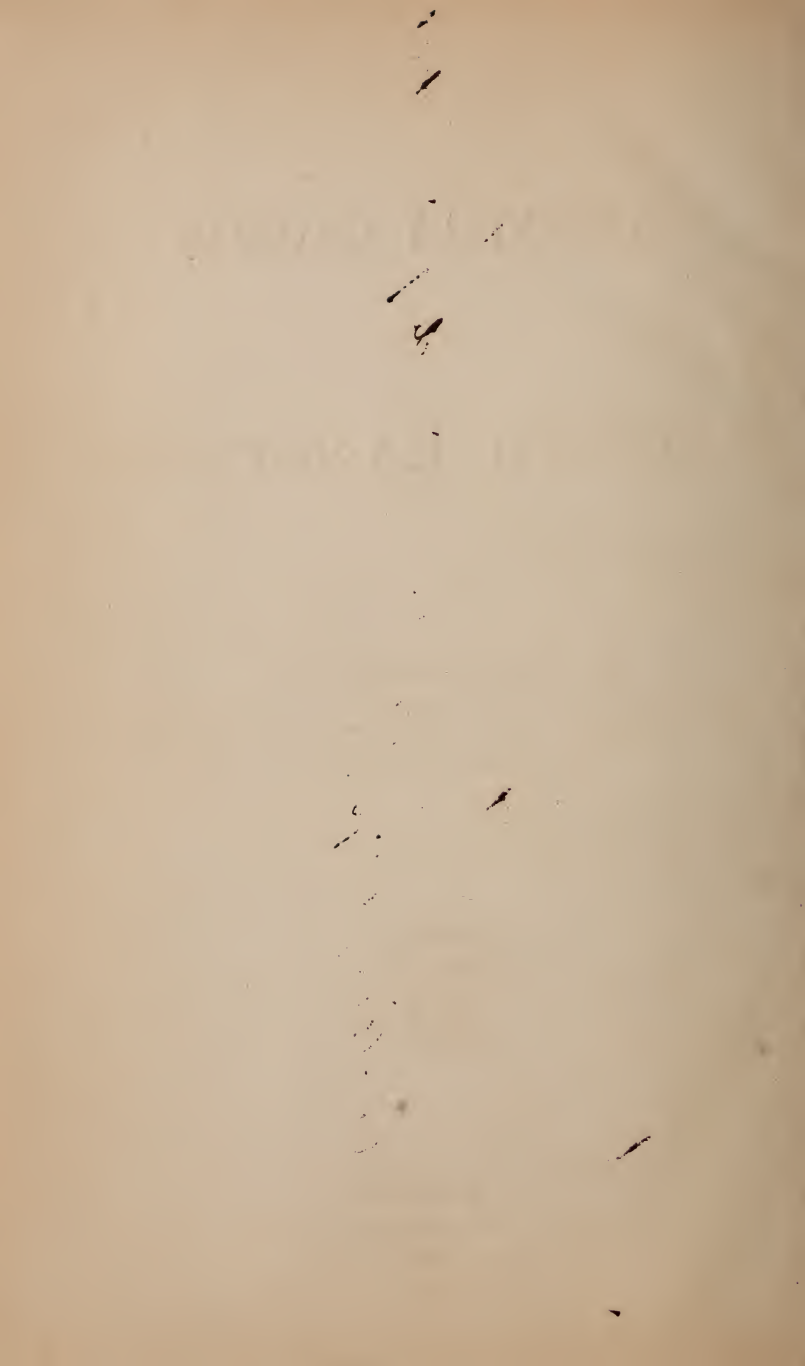
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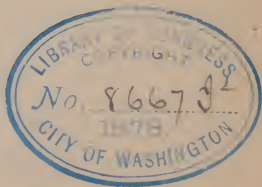
AN
ELEMENTARY GRAMMAR

OF THE

ENGLISH LANGUAGE.

By JOHN S. HART, LL.D.,

LATE PROFESSOR OF RHETORIC AND OF THE ENGLISH LANGUAGE AND LITERATURE IN
THE COLLEGE OF NEW JERSEY, FORMERLY PRINCIPAL OF THE NEW JERSEY
STATE NORMAL SCHOOL, AUTHOR OF A SERIES OF TEXT-BOOKS
ON THE ENGLISH LANGUAGE, ETC., ETC.



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A SERIES OF TEXT-BOOKS
ON
THE ENGLISH LANGUAGE.

By JOHN S. HART, LL.D.

Language-Lessons for Beginners.
An Elementary English Grammar.
English Grammar and Analysis.
First Lessons in Composition.
Composition and Rhetoric.
A Short Course in Literature.
A Manual of English Literature.
A Manual of American Literature.
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PREFACE.



IN this volume the Author has selected from his larger Grammar those portions which are purely of an elementary character, and which are studied by beginners in first going over the subject. The whole of Prosody, all of the chapter on the Derivation of Words, and the fine print matter of the other portions, are omitted. On the other hand, copious explanations, and a complete series of practical exercises, are appended to the several definitions and rules. The knowledge of each rule and definition is thus thoroughly tested and impressed on the memory before the pupil is allowed to proceed to more advanced knowledge.

The work, as now offered, is the result of long experience in the class-room, and of no little reading and study. The English language and its literature have been for many years the main subjects of the author's inquiry, and he has endeavored in this volume to give the results of his observations in the form which his experience as a teacher has convinced him to be the best adapted to the wants of the learner.

A word as to the method pursued. The author has endeavored to bear in mind that he was writing, not a treatise for the learned, but a text-book for learners. For such a book,—

The first and most imperative demand is **CLEARNESS**,—clearness of arrangement, and clearness of expression.

Next and hardly less imperative is the demand that the more and the less important should be carefully discriminated, and the difference plainly set forth to the eye.

A third imperative demand is that the rules, definitions, and other matter to be committed to memory, should be expressed with the utmost possible conciseness.

A fourth requisite is that every rule and definition should be supported and illustrated by a goodly array of apt practical examples. These are as necessary in teaching grammar as sums are in teaching arithmetic.

How far these things have been secured is for the reader to judge.



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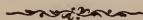


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NOTE TO TEACHERS.

THE matter in this book is divided into three kinds, indicated by three varieties of type, and it is important that the object of this arrangement should be clearly understood.

1. It is intended that the scholar should first go through the book, learning the matter in the largest type only, with the declensions and conjugations, and with such oral explanations from the teacher, and such portion of the Exercises, as may be found expedient.

2. Having gone over the whole ground once, or perhaps twice, in this way, the scholar will be prepared to take up profitably the remaining portion of the Exercises, and the matter in the intermediate type. This intermediate matter, however, is not intended to be committed to memory *verbatim*, like the rules and definitions in the largest type.

3. The matter in the smallest type is intended mainly for explanation.



AN ELEMENTARY ENGLISH GRAMMAR.



Grammar is the science which treats of Language.*

Explanations. — We say that Arithmetic is the science which treats of numbers, Botany is the science which treats of plants, Astronomy is the science which treats of the stars. So, Grammar is the science which treats of language.

Knowledge on any subject, arranged in some regular order, is called a **Science**.

The words which a people use in speaking or writing are called a **Language**.

The object of studying Grammar is to be able to understand, speak, and write a language correctly.

Grammar is divided into four parts; namely, **ORTHOGRAPHY**, **ETYMOLOGY**, **SYNTAX**, and **PROSODY**.

Orthography treats of *Letters*, **Etymology** of *Words*, **Syntax** of *Sentences*, and **Prosody** of *Versification*.

* See Note to Teachers on page 6.



FIRST PART.



ORTHOGRAPHY.

THE first part of Grammar is called ORTHOGRAPHY. Orthography treats of LETTERS.

I. LETTERS TAKEN SEPARATELY.

Letters are written characters or signs used to represent certain sounds of the human voice.

A letter that is not sounded in speaking is called a *silent* letter.

The letters of any Language are called its **Alphabet**.

The English Alphabet contains twenty-six letters.

Letters are divided into VOWELS and CONSONANTS.

A Vowel may be fully sounded by itself.

A Consonant cannot be fully sounded unless in connection with a vowel.

Vowels.

The VOWELS are *a, e, i, o, u*, and sometimes *w* and *y*. All the other letters are CONSONANTS.

W and *y* are consonants when they precede a vowel sound in the same syllable; but are vowels in all other places.

A Diphthong is the union of two vowels in one sound; as *oi* in *voice*.

A Triphthong is the union of three vowels in one sound; as, *ieu* in *adieu*.

The triphthongs are three in number, *eau*, *ieu*, *iew*; as in *beauty*, *lieutenant*, *review*.

U after *q* is never counted as part of a diphthong or of a triphthong.

Exercises.—Which of the letters in the word Philadelphia are vowels? Which are consonants? Name the vowels, consonants, diphthongs, and triphthongs in the following words:

Sounding
Abundant

Lieutenant
Loitering

Separation
Boisterous

Name (or write) three words in which *w* is used as a consonant, three in which *y* is used as a consonant, three in which *w* is used as a vowel, three in which *y* is used as a vowel.

Name (or write) five words each containing a diphthong, five containing a triphthong.

Note.—The teacher will add other examples until the scholar becomes familiar with the classification.

II. WORDS AND SYLLABLES.

A Word is a collection of letters used together to represent some idea.

A few words consist of only one letter each.

A Syllable is so much of a word as can be pronounced by one impulse of the voice; as, *con* in *contain*.

Spelling is putting letters together correctly so as to form syllables and words.

A Sentence is a number of words put together so as to make complete sense ; as, *John wrote a letter.*

A word of one syllable is called a **Monosyllable** ; of two, a **Dissyllable** ; of three, a **Trisyllable** ; of more than three, a **Polysyllable**.

Example.—Truth is *a monosyllable* ; truth-ful, *a dissyllable* ; truth-ful-ness, *a trisyllable* ; un-truth-ful-ness, *a polysyllable*.

Exercise.—Name the class to which each of the following words belongs : nation, uprightness, incomprehensible, authority, frequent, plague, opportunity, horse, element, elementary, robber, vowel, consonant.

Name (or write) five monosyllables, five dissyllables, five trisyllables, five polysyllables.

Note.—The teacher may add other examples at will.



RULES FOR SPELLING.

RULE I. — Y final.

Part 1.—*Y* final, preceded by a consonant, is changed into *i* on taking a suffix ; as, *fanc-y*, *fanc-i-ful*, (not *fanc-y-ful*.)

A suffix is something added to the end of a word.

Exception 1.—Before *ous*, *y* sometimes becomes *e* ; as, *beaut-y*, *beaut-e-ous*.

Exception 2.—Before *ing*, *y* is not changed ; as, *tarr-y*, *tarr-y-ing*.

Part 2.—*Y* final, preceded by a vowel, is not changed on taking a suffix ; as, *play*, *play-er*.

Exceptions.—*Day*, which makes *daily*; *lay*, *pay*, and *say*, which make *laid*, *paid*, and *said*, together with various other derivatives and compounds, as *misaid*, *unpaid*, *unsaid*, etc.

Exercises.—Spell the words formed by adding *ful* to *mercy*, *plenty*, *bounty*, *duty*, *pity*; by adding *es* and *ing* to *cry*, *pry*, *try*, *apply*, *deny*, *rely*; by adding *er* and *est* to *merry*, *sorry*, *saucy*, *holy*.

Correct any of the following which need correction, and give the Rule for each change: *like-ly-hood*, *handy-craft*, *quarry-ed*, *journey-ed*, *beauty-ful*, *glory-ous*, *pity-ous*, *pity-ful*, *melody-es*, *melody-ous*, *gay-ety*, *gay-ly*, *witty-ly*, *witty-er*, *betray-er*, *journey-ing*.

Name (or write) five examples of *y* final changed to *i*, under Part 1 of the Rule.

Five examples of *y* final becoming *e*, under Exception 1.

Five examples of *y* final not changed, under Exception 2.

Five examples of *y* final not changed, under Part 2 of the Rule.

RULE II.—E final, silent.

Part 1.—*E* final, silent, on taking a suffix beginning with a vowel, is dropped; as, *care*, *car-ing*.

Exception 1.—*Ie*, on taking the suffix *ing*, is changed into *y*; as *die*, *dy-ing*.

Exception 2.—*Dye* (to color), *hoe*, and *shoe* do not drop *e* on taking the suffix *ing*; as, *dye-ing*, *hoe-ing*, *shoe-ing*.

Exception 3.—*Singe*, *swinge*, and *tinge* do not drop *e* on taking the suffix *ing*. This is to retain the soft sound of the *g*, and to distinguish them from the corresponding forms of *sing*, *swing*, *ting*. Thus: *sing-ing*, *swing-ing*, *ting-ing*; *singe-ing*, *swinge-ing*, *tinge-ing*.

Exception 4.—*Ce* and *ge*, on taking a suffix beginning with *a*, *o*, or *u*, do not drop the *e*. This is to retain the soft sound of the *c* and *g*. Thus: *service-able*, not *servic-able*; *change-able*, not *chang-able*.

Part 2.—*E* final, silent, on taking a suffix beginning with a consonant, is not dropped; as, *care*, *care-ful*.

Exceptions.—*Judgment*, *lodgment*, *abridgment*, *acknowledgment*, *argument*; *wisdom*, *nursling*; *duly*, *truly*, *awful*, with some corresponding derivatives of *due* and *true*, such as *duty*, *dutiful*, *truth*, *truthful*, etc.

Exercises.—Spell the words formed by adding *ing* to *bite*, *force*, *revive*; by adding *able* to *admire*, *adore*, *deplore*.

Form the following compounds, and give the rule for each change: *ripe-en*, *ripe-ness*, *smoke-ing*, *lie-ing*, *sphere-ical*, *disputant*, *tire-some*, *tie-ing*, *tie-ed*, *pave-ment*, *pave-ing*, *serve-ice-able*, *defense-ible*, *defense-less*, *cure-able*, *marriage-able*, *trace-ing*, *trace-able*, *fame-ous*, *courage-ous*, *re-pulse-ive-ness*.

Name (or write) five examples of *e* final dropped, under Part 1 of the Rule.

Five examples of *ie* changed to *y*, under Exception 1.

Five examples of *e* final not dropped, under Part 2 of the Rule.

RULE III.—Words ending in *ll*.

Words ending in *ll* drop one *l* on taking a suffix beginning with a consonant; as, *full*, *ful-ness*; also sometimes on taking a prefix; as, *full*, *hand-ful*; *till*, *un-till*.

Note.—Words ending in any other double letter are spelled in composition in the same manner as when alone; as, *stiff*, *stiff-ness*.

Exercises.—Spell the words formed by adding to *all* the words *though*, *together*; by combining *with* and *all*; by combining *arm* and *full*.

Form the following compounds, and give the Rule for each change: *full-fill*, *tall-er*, *buzz-ing*, *all-ways*, *well-come*, *use-full*, *all-most*, *puff-ing*.

Name (or write) five examples of *l* dropped on taking a suffix.

Five examples of *l* dropped on taking a prefix.

RULE IV. — Doubling the final consonant.

In words accented on the last syllable, a final consonant, if single, and if preceded by a single vowel, is doubled on taking a suffix beginning with a vowel; as, *permit*, *permit-t-ing*.

Monosyllables, being always accented, come of course under this Rule.

Note. — Here are four conditions: 1. The last syllable must have the accent; 2. It must end in a single consonant; 3. This single consonant must be preceded by a single vowel; 4. The suffix must begin with a vowel.

Examples. — In *offer-ing*, the first condition is wanting; in *torment-ing*, the second condition; in *appeal-ing*, the third; in *aver-ment*, the fourth.

Exercises. — Spell the words formed by adding *ing* and *ed* to *remit*, *impel*; *ist* to *drug*, *machine*, *novel*, *natural*; *er* to *revel*; *ed* to *fulfil*, *rub*, *fail*, *refer*; *ing* to *squat*, *sail*, *gallop*, *hum*; *ant* to *assist*; *ent* to *excel*; *ine* to *adamant*; *ate* to *alien*, *origin*; *en* to *red*, *moist*, *fright*; *ar* to *consul*; *er* to *propel*; *ous* to *mountain*; *y* to *mud*, *meal*, *sleep*; *ee* to *commit*, *absent*, *patent*; *ard* to *slug*, *drunk*. N. B. — In forming each combination, give the Rule applicable to it.

Name (or write) five examples of doubling the final consonant under the Rule.

Five examples in which the *first* condition only is wanting.

Five, in which the *second* only is wanting.

Five, in which the *third* only is wanting.

Five, in which the *fourth* only is wanting.

RULE V. — The terminations *eive* and *ieive*.

In such words as *receive*, *relieve*, etc., *ei* is used if the letter *c* precedes; as, *receive*, *deceive*; but *ie* is used if any other letter precedes; as, *relieve*, *believe*.

Exercise. — Correct the mistakes, if any, in the following words: *retreive*, *perceive*, *acheive*, *concieve*, *beleive*.



SECOND PART.

ETYMOLOGY.

THE second part of Grammar is called ETYMOLOGY. Etymology treats of WORDS.

CLASSIFICATION OF WORDS.

The classes of words in English are nine; namely, NOUNS, ARTICLES, ADJECTIVES, PRONOUNS, VERBS, ADVERBS, CONJUNCTIONS, PREPOSITIONS, and INTERJECTIONS.

Note.—These classes of words are generally called the **Parts of Speech**.

I. NOUNS.

A Noun is the name of any person, place, or thing; as, *boy, school, book*.

What is your name? Give the names of five persons that you know. What is the name of the place in which you live? Give the names of five other places. Name five things that you can see. Name five things that you can think of but cannot see.

All these names are nouns.

In the sentence, "Charles went to Boston in the boat," what part of speech is Charles? Why? Boston? Why? Boat? Why?

In the following sentences state which words are nouns, and why?

In coming from Trenton to Philadelphia, I saw John on the boat with a satchel of books in his hands.

The book had good covers, but bad print.

The boy had a knife with a small blade.

The horse in the stable has a good disposition.

Temperance and industry promote health.

Religion exalts a nation.

Beauty is a fading flower.

Note. — The teacher should repeat the foregoing exercises, and form others like them, until the learner becomes familiar with the subject, and can go through any sentence and indicate the nouns with facility.

Name (or write) five nouns.

I. CLASSIFICATION OF NOUNS.

Nouns are divided into two general classes, **PROPER** and **COMMON**.

A Proper noun is a name given to only one of a class of objects; as, *John, London, Delaware*.

Note. — A Proper noun should always begin with a capital letter.

A Common noun is a name given to any one of a class of objects; as, *boy, city, river*.

Explanation. — There is a class of objects called "boys." The name "boy" is given to any one of that class. It is *common* to them all. One particular boy is called "John." That is his particular name. It is peculiar or *proper* to him. So "city" is a name given *in common* to any one of another class of objects. But "London" is the name

given to one particular city. It belongs peculiarly and *properly* to that city. Any one of a certain other class of objects is called a "river." The name is *common* to all such objects. But one particular object of this kind is called "Delaware." It belongs *properly* to that particular river.

A Collective noun is the name of a collection of objects considered as one; as, *army, crowd*.

Exercises. — Which of the following nouns are Proper? which Common? and which Collective? james, isaiah, prophet, australia, island, regiment, plymouth, town, herd, washington, england, county, flock, elizabeth, woman, class, table, chair, book, hudson.

Which of the foregoing nouns should begin with a capital letter?

What is your own *proper* name? What is your *common* name?

Name (or write) six proper nouns, six common nouns, six collective nouns.

II. ATTRIBUTES OF NOUNS.

Nouns have the attributes of GENDER, NUMBER, PERSON, and CASE.

I. GENDER.

Gender is the distinction of nouns in regard to SEX.

Nouns have three genders, MASCULINE, FEMININE, and NEUTER.

The Masculine denotes objects of THE MALE SEX; as, *boy, man*.

The Feminine denotes objects of THE FEMALE SEX; as, *girl, woman*.

The Neuter denotes objects WITHOUT SEX; as, *book, river*.

Modes of Distinguishing Sex.

There are three ways of distinguishing sex: 1. By the use of different words, as *bachelor*, *maid*; 2. By difference of termination, as *abbot*, *abbess*; 3. By prefixing or affixing another word, as *he-goat*, *she-goat*; *landlord*, *landlady*.

1. By different words.

<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>
Bachelor	maid	King	queen
Beau	belle	Lad	lass
Boy	girl	Lord	lady
Brother	sister	Male	female
Bull	} cow or heifer	Man	woman
Bullock		Master	miss, mistress
Ox		Nephew	niece
Steer		Papa	mamma
Colt	filly	Ram	ewe
Earl	countess	Sir	madam
Father	mother	Son	daughter
Friar, monk	nun	Stag	hind
Gander	goose	Swain	nymph
Horse	mare	Uncle	aunt
Husband	wife	Wizard	witch

and many others.

2. By difference of termination.

<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>
Abbot	abbess	Heir	heiress
Actor	actress	Hero	heroine
Arbiter	arbitress	Lion	lioness
Author	authoress	Negro	negress
Baron	baroness	Poet	poetess
Benefactor	benefactress	Shepherd	shepherdess
Count	countess	Tailor	tailoress
Deacon	deaconess	Testator	testatrix
Duke	duchess	Bridegroom	bride
Editor	editress	Czar	czarina
Founder	foundress	Don	donna
Giant	giantess	Sultan	sultana

3. By prefixing or affixing another word.

<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>
Gentleman	gentlewoman	Male-child	female-child
Grandfather	grandmother	Man-servant	maid-servant
He-goat	she-goat	Peacock	peahen
Landlord	landlady	Schoolmaster	schoolmistress

Note.—Some nouns denote objects which may be either male or female; as, *bird*, *parent*. These are said to be of the Common gender.

Exercises.—Name all the nouns in the following sentences, state whether it is a proper noun or a common noun, and state the gender of each.

The teacher explained the lesson to the boys and the girls.

Mary made a fan of the feathers of a peacock.

The hunter killed a deer and its fawn.

The king and the queen were on the throne.

The landlord turned the man, his wife, and their children out of the house.

Mr. Dale bought a horse and a colt for two hundred dollars.

The shepherdess kept watch over her sheep.

John caught a fish in the lake.

My uncle, aunt, and cousin have gone home.

Name (or write) five nouns of the masculine gender, five of the feminine gender, five of the neuter gender, and five of the common gender.

II. NUMBER.

Number is that attribute of Nouns which indicates whether ONE or MORE than ONE is meant.

Nouns have two numbers; the SINGULAR and the PLURAL.

The Singular denotes ONE, the Plural MORE THAN ONE.

Modes of forming the Plural.

1. Plural in *s*.

Nouns generally are made Plural by adding *s* to the Singular; as, *book*, *books*.

2. Plural in *es*.

Nouns ending in *ch soft*, *s*, *sh*, *x*, and *z*, are made Plural by adding *es*; as, *church*, *churches*; *miss*, *misses*; *lash*, *lashes*; *box*, *boxes*; *topaz*, *topazes*.

Note.—Nouns ending in *o* differ as to the mode of forming the plural. Some form the plural by adding *es*; as, *cargo*, *cargoes*. Others form the plural by adding simply *s*; as, *canto*, *cantos*.

Exercise.—Spell the plural of negro, lynx, quiz, radish, patriarch, peach, mass, rhombus, trio, motto, folio, halo.

3. Plural in *ves*.

Nouns ending in single *f*, or in *fe*, are made Plural by changing *f* or *fe* into *ves*; as, *loaf*, *loaves*; *life*, *lives*.

Note.—Nouns in double *f* follow the general rule; as, *muff*, *muffs*.

Exercise.—Spell the plural of wharf, half, cuff, leaf, beef, calf, thief, wife.

4. Plural in *ies*.

Nouns ending in *y* after a consonant are made Plural by changing *y* into *ies*; as, *lady*, *ladies*.

Note.—Nouns ending in *y* after a vowel do not change *y* into *ies*, but form the plural by the general rule; as, *day*, *days*.

Exercise.—Spell the plural of the following: Ray, toy, chimney, tray, artery, Monday, February, buoy, boy, attorney, valley, money.

Note.—The exceptions to the rules for forming the plural of nouns will be found treated at large in Hart's Grammar and Analysis, page 30.

3. Nouns irregular in the Plural.

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
Man	men	Tooth	teeth
Woman	women	Goose	geese
Child	children	Mouse	mice
Foot	feet	Louse	lice
Ox	oxen		

Exercises.—Change the following nouns into the plural, and give the Rule for each change:

Sky, church, army, wolf, knife, leaf, wish, crucifix, fish, crutch, monarch, peach, patriarch, kiss, sex, pony, ox, calf, muff, leaf, radish, valley, turkey, half, money, thief.

Name all the nouns in the following sentences, and state in regard to each (1) whether it is proper or common, (2) its gender, and (3) its number:

James and his sister study their lesson in the same book.

I learned the facts from Mary while going home.

A great many pigeons were seen on the top of the house.

Mice are great thieves; they exercise their nimble feet when they hear the cat coming.

Name (or write) five nouns in the singular number, five in the plural number.

III. PERSON.

Person is the distinction of nouns in their relation to the speaker.

Note.—Every noun must represent either the *speaker*, who is supposed to utter the sentence, the person *spoken to*, or some person or thing *spoken of*. These three relations of a noun are called Persons.

Nouns have three persons, FIRST, SECOND, and THIRD.

The First Person is **THE SPEAKER**, the **Second** is **THE ONE SPOKEN TO**, the **Third** is **THE ONE SPOKEN OF**.

Examples.—First person, "*I, Paul*, beseech you;" second person, "*Children*, obey your parents;" third person, "*The children* obey their parents."

Note.—The distinction of person pertains chiefly to pronouns. Nouns are very rarely in the first person.

Exercises.—Indicate all the nouns in the following sentences, and state in regard to each (1) whether it is proper or common, (2) its gender, (3) its number, and (4) its person:

I, the captain of this company, gave the order.

John, take the slate into the next room.

Parents are kind to their children.

Parents, be kind to your children.

Name (or write) five sentences containing nouns of the second person, five of the third person.

IV. CASE.

Case distinguishes the relation of a noun or pronoun to other words.

Nouns have three cases, **NOMINATIVE**, **POSSESSIVE**, and **OBJECTIVE**.

The Nominative Case is that in which a noun is **THE SUBJECT OF A VERB**; as, *The girl* reads.

The Possessive Case is that which **DENOTES OWNERSHIP OR POSSESSION**; as, *Mary's* book.

The Objective Case is that in which **THE NOUN IS THE OBJECT OF SOME VERB OR PREPOSITION**; as, "*Mary* wrote a *letter*." "*William* went into the *street*."

* At this point, it may be well for the teacher to explain so much of the nature of *the verb* as is given on pages 37 and 38.

How to find the Nominative.—The subject of the verb may be found by putting “who” or “what” before the verb and asking the question. Example: “A man bought a hat.” Who bought? Ans. Man. Therefore, “man” is the subject of the verb “bought,” and is in the nominative case.

Exercises.—Name the subject of each verb in the following sentences :

A butcher killed a calf.

John hurt William.

William hurt John.

A horse kicked a man.

A man kicked a horse.

Idleness produces poverty.

Poverty produces idleness.

How to find the Objective.—The object of a verb or of a preposition may be found by putting “whom” or “what” after the verb or the preposition and asking the question. Examples: “William hurt his sister.” Hurt whom? Ans. Sister. Therefore, “sister” is the object of the verb “hurt.” “William went into the street.” Into what? Ans. Street. Therefore, “street” is the object of the preposition “into.”

Exercises.—Name the object of each verb and preposition in the following sentences :

John lost his book in the street.

Mary studied her lesson from the book.

William gave a ball to John.

The horse kicked the man.

The butcher killed the calf.

Lucy found a dollar on the floor.

Name the object of each of the prepositions in the following sentence :

William placed his hat on the table in the parlor at the time of recess when the boys were at dinner.

Name all the nouns in the following sentences, and tell in regard to each, (1) whether it is common or proper, (2) its gender, (3) its number, (4) its person, (5) its case:

John's dog caught a rabbit in the meadow.

Samuel has a pencil in the pocket of his vest.

Elizabeth saw a man in the field.

The boys found a nest on a tree in the woods.

Harry and his cousin caught a large fish in the lake.

Mary's brother lost his knife in the road.

Charles rode in his brother's carriage.

The boys caught a squirrel in the hedge.

John's friend left his books in the car.

Name (or write) five sentences containing a noun in the nominative case, five in the possessive case, five in the objective case in which the noun is the object of a verb, five in which the noun is the object of a preposition.

Form of the Cases.

The Nominative and Objective cases are alike in form.

The Possessive Singular is formed from the nominative singular, by adding an *apostrophe* and *s*.

The Possessive Plural is formed from the nominative plural, by adding an *apostrophe* only when the plural ends in *s*, and by adding both the *apostrophe* and *s* when the plural does not end in *s*.

Exercise.—Write (or spell) the following nouns in the possessive case, singular: dog, man, baby, boy, James, Thomas, Jane.

Write (or spell) the following nouns in the possessive case plural: attorney, lawyer, mother, beauty, ox, monarch, dandy, dray.

Note.—To decline a word is to give its various cases and numbers.

Declension of Nouns.

<i>Singular.</i>			<i>Plural.</i>		
Nom.	Poss.	Obj.	Nom.	Poss.	Obj.
Friend	friend's	friend	Friends	friends'	friends
Man	man's	man	Men	men's	men
Church	church's	church	Churches	churches'	churches
Lady	lady's	lady	Ladies	ladies'	ladies
Jones	Jones's	Jones	Joneses	Joneses'	Joneses

Parsing.

Note.—Parsing consists in stating the grammatical properties and relations of words, and the rules of syntax which properly belong to them. The parsing of a word cannot be complete until the rules of syntax relating to it are understood and applied. But a considerable part of parsing consists in stating the grammatical properties of a word by itself, as shown by etymology, and without reference to the other words in the sentence. The stating of these properties in regular order is called Etymological Parsing.

Parsing Exercise.

Parse "John" and "letter" in the sentence, "John wrote a letter."

Model.—"John" (1) is a proper noun, (2) masculine gender, (3) singular number, (4) third person, (5) nominative case, subject of the verb "wrote."

Note.—The figures in the model are not to be recited. They are inserted to show the order in which the several properties of the word are to be given. These five items must be given, and given in this order, in parsing every noun. The scholar in learning, and the teacher in hearing the recitation, by following the order of the figures may know that nothing is omitted.

"Letter" is a common noun, neuter gender, singular number, third person, objective case, object of the verb "wrote."

Parse "Mary's" in the sentence, "Mary's book."

"Mary's" is a proper noun, feminine gender, singular number, third person, possessive case.

Parse "John" in the sentence, "Mary gave her book to John."

“John” is a proper noun, masculine gender, singular number, third person, objective case, object of the preposition “to.”

Parse all the nouns in the following sentences:

Mary’s dress.

John’s knife.

Mary lost a book in the street.

John’s dog caught a rabbit in the woods.

Mary’s kitten ran down the stairs.

The boys caught a fish in the lake.

John caught a squirrel in a trap.

Lucy’s sister found a dollar on the floor.

Henry’s cousin killed a snake in the meadow.

Mary’s book was found by John in the street.

Note.—The teacher should furnish examples until the pupil is familiar with the parsing of nouns.



II. ARTICLES.

An Article is a word placed before a noun to show whether the noun is used in a definite, or in an indefinite sense.

The Articles are *a* and *the*.

Explanation.—If I say, “Bring me *the* book,” the meaning is *definite*. I ask for some particular book. But if I say, “Bring me *a* book,” the meaning is *indefinite*, as if I had said, “Bring me any book.”

A is the INDEFINITE Article, *the* is the DEFINITE Article.

The Article *a* is written *an* before a word beginning with a vowel sound; as, *a man*, *an old man*, *an honest man*.

Note.—In determining whether to use *a*, or to use *an*, we should notice, not the letter, but the real sound, with which the next word begins.

A or *an* means one, and is used only before the singular number; as, *a man*, *an apple*.

The is used before both numbers; as, *the man*, *the men*.

Exercise.—Use the indefinite article with the following words: inkstand, history, humble, arch, bird, army, unit, eulogy, onion, unicorn, heir, wonder, union, honor, herb, engine, yew, ewer, hunter.

Parsing Exercise.

Parse “an” in the sentence “Give me *an* apple.”

Model.—“An” is the indefinite article, placed before the noun “apple,” to show that it is used in an indefinite sense.

Parse “the” in the sentence “Give me *the* book.”

“The” is the definite article, placed before the noun “book,” to show that it is used in a definite sense.

Parse all the articles and nouns in the exercises on page 25.



III. ADJECTIVES.

An Adjective is a word used to qualify a Noun or a Pronoun; as, *a good man*; *they are wise*.

Explanation.—To qualify means here to limit the meaning of a thing, to express some of its qualities. An adjective generally denotes some quality belonging to an object. It describes the object. It serves to show the difference between things having the same name, as *good* boy, *bad* boy; *sweet* apple, *sour* apple, etc.

Exercises.—You have a pretty book. What part of speech is *book*? What word is used here to qualify or describe your book? What part of speech is *pretty*? What is an adjective?

Name three other words that you can put before the word book, telling what kind of a book it is.

Put a qualifying word in the blank space before each of the nouns in the following sentence: I saw a — boy with a — knife cutting a — stick. What are these three qualifying words? What is an adjective?

Note.—The adjective does not always stand immediately before the noun which it qualifies or describes. Thus I may say, The studious girl, or, The girl is studious. In either case, the word “studious” qualifies girl.

What adjective is there in each of the following sentences:

Jane has a new dress.

The lesson is not difficult.

They went home by the wrong road.

The bird was thought to be beautiful.

How hot you have made the fire.

Note.—In each case, after the scholar has named the adjective, ask which word it qualifies, and then ask for the definition of an adjective.

Name the nouns, articles, and adjectives in the following sentences:

This new slate is broken into many pieces.

I had a beautiful dream last night.

Wicked men do not have good thoughts.

A merry heart maketh a glad countenance.

The old window is so dirty that you cannot see the new houses on the hill.

Use the following adjectives to describe or qualify a noun or pronoun: fast, rich, bad, new, wise, black, first, clean, happy, old, beautiful, industrious, troublesome, soft, plentiful, hungry.

Name (or write) five sentences each containing an article, an adjective, and a noun.

Note 1.—Nouns become adjectives when they are used to express some quality of another noun; as, *gold* ring, *sea* water.

Note 2.—Adjectives are sometimes used as nouns, and admit of number and case; as, our *superiors*, his *bettors*, by *fifties*, for *twenty's sake*, etc.

I. NUMERAL ADJECTIVES.

Adjectives which express number are called **Numerals**.

Numeral Adjectives are of three kinds, **CARDINAL**, **ORDINAL**, and **MULTIPLICATIVE**.

The Cardinal Adjectives denote how many; as, *one, two, three, four*, etc.

The Ordinal Adjectives denote in what order; as, *first, second, third, fourth*, etc.

The Multiplicatives denote how many fold; as, *single, double, triple*, etc.

II. COMPARISON OF ADJECTIVES.

Adjectives are varied by **COMPARISON**.

The Degrees of Comparison are three, **POSITIVE**, **COMPARATIVE**, and **SUPERLATIVE**.

The Positive expresses the quality; as, *small, wise*.

The Comparative expresses the quality in a higher or lower degree; as, *smaller, wiser*.

The Superlative expresses the quality in the highest or lowest degree; as, *smallest, wisest*.

Regular Comparison.

The Comparative is formed by adding *er*, and the Superlative by adding *est*, to the Positive; as, *great, greater, greatest*.

Adjectives of more than one syllable are generally compared by prefixing to the Positive the words *more* and *most*, *less* and *least*; as, *numerous*; *more numerous*, *most numerous*; *less numerous*, *least numerous*.

Note 1. — Some adjectives form the Superlative by adding *most* to the end of the word; as, *upper*, *uppermost*.

Note 2. — Dissyllables ending in *y* or *e* are generally compared by adding *er* and *est*; as, *happy*, *happier*, *happiest*; *able*, *abler*, *ablest*.

Irregular Comparison.

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Good	better	best
Bad	worse	worst
Little	less	least
Much	more	most
Far	{ farther { further	{ farthest { furthest

Compare the following adjectives: *large*, *small*, *straight*, *high*, *long*, *wide*, *deep*, *heavy*, *happy*, *wealthy*, *lovely*, *lonely*, *beautiful*, *beloved*, *foolish*, *troublesome*, *unhappy*, *little*, *good*, *bad*.

Parsing Exercises.

Parse “*wise*” in the sentence, “*Solomon was a wise king.*”

Model. — “*Wise* (1) is an adjective, it is used to qualify the noun ‘*king*;’ (2) it is in the positive degree, compared ‘*wise*, *wiser*, *wisest.*’ ”

Note. — In parsing a numeral adjective, you state (1) that it is an adjective, and what word it qualifies, and (2) that it is a numeral adjective and not compared.

Parse all the nouns, articles, and adjectives in the following sentences:

A wise son maketh a glad father.

William wanted a sweeter orange.

A large vessel came to New York.

The beautiful landscape resembles a bright picture.

He gave a double eagle for a silk dress for his third daughter.

Twenty large vessels sailed up the river in one day.



IV. PRONOUNS.

A Pronoun is a word used instead of a noun; as,
“The man is happy, because *he* is benevolent.”

Explanation. — If we had no such words as pronouns, the nouns for which they stand would have to be repeated. Thus, in the example given, if there were no such word as “*he*,” we would have to say, “The man is happy, because the *man* is benevolent.” In long sentences, containing a good many particulars, the repetition of the noun would become so frequent as to be very disagreeable. Thus, the sentence, “William gave *his* penknife to Henry, and *he* lent it to Mary to sharpen *her* pencil with *it*,” would become, “William gave *William’s* penknife to Henry, and *Henry* lent *the penknife* to Mary to sharpen *Mary’s* pencil with *the penknife*.”

Pronouns are divided into three classes; PERSONAL, RELATIVE, and ADJECTIVE.

I. PERSONAL PRONOUNS.

The Personal Pronouns are five; *I, thou, he, she, it*; with their plurals, *we, you, they*.

They are called Personal Pronouns because they denote person by themselves, and without reference to any other word.

Explanation. — In the sentence, “*I* wrote it,” we know at once what person the pronoun “*I*” is. This word by itself denotes the first person. It never denotes any other person. In the phrase, “*Who* wrote it,” the pronoun “*who*” may, or may not, be first person. If the complete sentence be, “It was *I* who wrote it,” “*who*” would be the first person, because it refers to “*I*,” the person speaking. If the complete

sentence be, "It was *he* who wrote it," or "the *man* who wrote it," "who" would be third person, because it refers to "he" or "man."

Personal and Relative Pronouns have Gender, Number, Person, and Case. Adjective Pronouns have Number only.

The pronoun *it* is sometimes used indefinitely, that is, without referring to any other word; as, *It snows*.

Declension of the Personal Pronouns.

FIRST PERSON — Masc. or Fem.

<i>Singular.</i>		<i>Plural.</i>	
Nom.	<i>I</i>	Nom.	<i>we</i>
Poss.	<i>my, or mine</i>	Poss.	<i>our, or ours</i>
Obj.	<i>me</i>	Obj.	<i>us.</i>

SECOND PERSON — Masc. or Fem.

<i>Singular.</i>		<i>Plural.</i>	
Nom.	<i>thou</i>	Nom.	<i>you</i>
Poss.	<i>thy, or thine</i>	Poss.	<i>your, or yours</i>
Obj.	<i>thee</i>	Obj.	<i>you.</i>

THIRD PERSON — Masculine.

<i>Singular.</i>		<i>Plural.</i>	
Nom.	<i>he</i>	Nom.	<i>they</i>
Poss.	<i>his</i>	Poss.	<i>their, or theirs</i>
Obj.	<i>him</i>	Obj.	<i>them.</i>

THIRD PERSON — Feminine.

<i>Singular.</i>		<i>Plural.</i>	
Nom.	<i>she</i>	Nom.	<i>they</i>
Poss.	<i>her, or hers.</i>	Poss.	<i>their, or theirs</i>
Obj.	<i>her</i>	Obj.	<i>them.</i>

THIRD PERSON — Neuter.

<i>Singular.</i>		<i>Plural.</i>	
Nom.	<i>it</i>	Nom.	<i>they</i>
Poss.	<i>its.</i>	Poss.	<i>their, or theirs</i>
Obj.	<i>it</i>	Obj.	<i>them.</i>

Note.—The first and second persons being always present to the view, their sex is supposed to be known. A separate form, therefore, is not needed to distinguish the sex, as it is in the third person, where the person or thing that is spoken of is, or may be, absent.

Remarks on the Personal Pronouns.

The person, gender, number, and case of a personal pronoun are generally known by its form.

Exception 1.—In the first and second persons, however, the gender cannot be known by the form of the word. The pronoun will be of whatever gender the noun is, to which it refers. Thus, in the sentence, “Mary, will *you* bring me the book?” “*you*” is feminine, because it refers to Mary. If the noun referred to is not given, as, “Will *you* bring me the book?” you say that the pronoun is either masculine or feminine.

Exception 2.—So in the third person plural, “they, theirs, them,” the gender cannot be known by the form of the pronoun, but must be found by referring to the noun for which it stands. Thus, in the sentences, “The boys were here when you saw *them*,” “The girls were here when you saw *them*,” “The books were here when you saw *them*,” the pronoun “them” is masculine in the first sentence, feminine in the second, and neuter in the third.

Exception 3.—In the second person plural, “you,” and in the third person singular neuter, “it,” the nominative and objective cases have the same form. To find, therefore, in any particular instance, whether “you” and “it” are nominative or objective, you have to refer to the general meaning of the sentence, as you do in finding the case of a noun. (See Exercises, page 22.)

Exception 4.—“You” and “yours” are always plural in form. But to know whether the meaning is singular, you must refer to the noun for which they stand. Thus, in the sentence, “William, I heard *you* talking,” “you” is singular. But, in the sentence, “Boys, I heard *you* talking,” “you” is plural.

Parsing Exercises.

Parse “he,” in the sentence, “When John was at school, *he* wrote a letter to his father.”

Model.—“He” is (1) a personal pronoun, (2) masculine gen-

der, (3) singular number, (4) third person, (5) nominative case, subject of the verb "wrote."

Parse "it" in the sentence, "*It* snows."

"It" is a personal pronoun, used indefinitely, (2) neuter gender, (3) singular number, (4) third person, (5) nominative case, subject of the verb "snows."

Parse all the Personal Pronouns in the following examples:

Mary lent her book to her cousin.

John lost his knife in the grove.

My cousin brought her books with her.

The girls recited their lessons to the teacher.

The teacher said to the boys of her class, "I wish you to take your slates and raise them quietly."

See how it rains. It is a dark night.

II. RELATIVE PRONOUNS.

The Relative Pronouns are, *who*, *which*, *what*, and *that*.

These are called Relative Pronouns because they relate to some word going before, called the antecedent; as, "*The boy who* wishes to be learned must be studious."

Note.—A Relative Pronoun is always of the same gender, number, and person as its antecedent.

Who is used in speaking of persons; as, "The gentleman *who* called," "The lady *who* called."

Which is used ordinarily in speaking of inferior animals, or of things without life; as, "The horse *which* was bought," "The pencil *which* was given."

That is sometimes used instead of *who* or *which*.

What, as a relative, takes the place of *which* whenever the antecedent is omitted.

"This is [the thing] *which* I wanted." If we omit the antecedent, the *which* must be changed to *what*. "This is [] *what* I wanted." No reason can be given for this peculiarity, except that custom has made it so. It is a law of the language.

Who and *which* are alike in both numbers, and are thus declined :

<i>Sing. and Plur.</i>		<i>Sing. and Plur.</i>	
Nom.	<i>who</i>	Nom.	<i>which</i>
Poss.	<i>whose</i>	Poss.	<i>whose</i>
Obj.	<i>whom</i>	Obj.	<i>which</i> .

What and *that* are indeclinable.

Compound Relatives.

The Compound Relatives are six, namely, *whoever*, *whosoever*, *whichever*, *whichsoever*, *whatever*, *whatsoever*.

They are formed by adding *ever* and *soever* to the relatives *who*, *which*, and *what*.

Whosoever is regularly declined like *who*; thus,

<i>Sing. and Plur.</i>	
Nom.	<i>whosoever</i>
Poss.	<i>whosoever</i>
Obj.	<i>whomsoever</i> .

The other Compound Relatives are indeclinable.

Interrogatives and Responsives.

In *asking* questions, *who*, *which*, and *what* are called *Interrogatives*.

In *answering* questions, *who*, *which*, and *what* are called *Responsives*.

Parsing Exercises.

Parse "who," in the sentence, "John, *who* was at school, wrote a letter to his father."

Model.—"Who" is (1) a relative pronoun, relating to "John" for its antecedent, (2) masculine gender, (3) singular number, (4) third person, to agree with "John," and (5) it is in the nominative case subject of the verb *was*.

Note.—When the case of the pronoun is not determined by its form, it must be determined by inquiring whether it is the subject or the object of the verb, &c. (See Exercises, page 22.)

Parse the Relative Pronouns in the following sentences:

We should avoid all habits which injure the health.

A thief, who stole a cow which belonged to a poor man, was caught in the trap which had been laid for him.

Children, who fear the Lord, obey their parents.

The man of whom I bought the knife, which I lost, gave a better knife to me in its place.

The bird whose nest John robbed, uttered pitiful cries.

Parse the nouns, articles, adjectives, and personal pronouns in the foregoing sentences.

III. ADJECTIVE PRONOUNS.

The Adjective Pronouns are so called because they qualify or limit a noun, as an adjective does.

The Adjective Pronouns are subdivided into three kinds or classes, viz.: Distributive, Demonstrative, and Indefinite.

I. DISTRIBUTIVES.

The Distributive Adjective Pronouns are *each*, *every*, *either*, *neither*.

These are called Distributives, because they refer separately and singly to each person or thing of a number of persons or

things. The Distributive Adjective Pronouns, therefore, are all in the singular number.

Each is used when speaking of two or more. Example: "*Each* of you must go directly home." This would be correct whether it is addressed to two persons, or to more than two.

Every is never used except when speaking of more than two. Example: "*Every* one of you must go directly home." This would not be correct if addressed to only two persons.

Each and *every* mean all that make up the number, although taken separately.

Either means one or the other, but not both. It is used, therefore, when speaking of but two persons or things.

Neither means not either.

II. DEMONSTRATIVES.

The Demonstrative Adjective Pronouns are *this* and *that*, with their plurals, *these* and *those*.

They are called Demonstratives, because they point out in a definite manner the objects to which they relate; as, "*This* boy recited well, but *that* boy did not;" "*These* men are officers, but *those* men are privates."

III. INDEFINITES.

The Indefinite Adjective Pronouns are *any*, *all*, *such*, *some*, *both*, *one*, *none*, *other*, *another*.

They are called Indefinites, because they point out in an indefinite manner the objects to which they relate.

One, *other*, *another* are sometimes used as nouns. When thus used, they are declined. Thus:

<i>Sing.</i>	{	Nom.	One	<i>Sing.</i>	{	Nom.	Other
		Poss.	One's			Poss.	Other's
		Obj.	One			Obj.	Other
<i>Plur.</i>	{	Nom.	Ones	<i>Plur.</i>	{	Nom.	Others
		Poss.	Ones'			Poss.	Others'
		Obj.	Ones.			Obj.	Others.

Another is merely the article *an* and *other*, and is used only in the singular number, Nom. Another, Poss. Another's, Obj. Another.

Parsing Exercises.

Parse "this," in the sentence, "John wrote *this* letter."

Model. — "This" (1) is a demonstrative adjective pronoun, (2) singular number, (3) and belongs to or limits the noun "letter."

Parse the Pronouns, Personal, Relative, and Adjective, in the following sentences :

Every person who receives these favors, should be thankful for them.

Where is that book which I gave to you on Monday, and that other book which you received on Tuesday? Ans. I have both books ; each is in its right place.

The father said to his son, "Do you remember any of those stories which you heard in either of the lectures of last week?"

Parse all the adjectives, nouns, and articles.



V. VERBS.

A Verb is a word used to assert or affirm ; as, "John *strikes* the table."

Explanation. — To assert or affirm means to speak or say something of a person or thing. The verb declares that something is, or something is done.

Note. — The teacher should pause here, and use every expedient to teach the scholar to distinguish the Verb from the other words in a sentence, particularly from the Noun and the Adjective. When the scholar has learned to distinguish these three parts of speech, the Noun, the Adjective, and the Verb, he has really laid the foundation of Grammar. The rest of the superstructure is comparatively easy.

Exercises. — Suppose I say, "John walks ;" what do I assert or affirm of John? Ans. That he *walks*. What part of speech is *walks*? What is a verb?

In the following sentences, which words are verbs, and why?

The man rode on a horse.

The girl spoke to me.

Clouds move over the earth.

The man eats his dinner.

The boy went to school early.

The slate fell and broke.

Water runs down hill.

I heard a loud noise.

Note. — That which the verb asserts or affirms is generally some *action*. Sometimes, however, that which the verb asserts or affirms is not exactly action, but rather a state of being; as, "Henry *is* here," "Charles *resembles* his father."

In the following sentences, which words are verbs, and why?

William looks sick.

Charles is here.

The horse was in the field.

The fish are in the lake.

John was in the boat.

The boys were in the barn.

The girls are in the parlor.

The horses were in the stable.

A verb is necessary to make a finished sentence, that is, a sentence in which something is asserted or affirmed. In the following sentence, supply some word which will complete the sentence and make it affirm something: Susan ——— into the house. What part of speech is the word ———? What is a verb?

Supply a verb in each of the following sentences:

The rain ——— upon the earth.

I ——— you there.

They ——— him in the field.

The cows ——— in the meadow.

Birds ——— in the air.
 The boys ——— in school.
 Summer ——— hotter than winter.
 The horse ——— the wagon.

I. ATTRIBUTES OF VERBS.

Verbs have the attributes of VOICE, MOOD, TENSE, NUMBER, and PERSON.

Certain parts of the verb also are called PARTICIPLES.

I. VOICE.

Voice is that attribute of the verb which denotes whether the subject or nominative of the verb *acts*, or *is acted upon*.

Verbs have two voices, the Active, and the Passive.

The Active Voice is that form of the verb which denotes that the subject or nominative acts, or does the thing mentioned; as, "*John strikes the table.*"

The Passive Voice is that form of the verb which denotes that the subject or nominative is acted upon; as, "*The table is struck by John.*"

Explanation. — Take the sentence, "*John strikes the table.*" The subject or nominative of the verb is John, who performs the action. It is of him that the assertion is made. But suppose the same action to be expressed thus: "*The table is struck by John.*" Here, the subject or nominative of the verb is changed. It is of the *table* that the assertion is now made. In the first form of the sentence, the subject of the verb *acts*; in the second form, the subject *is acted upon*. That attribute of a verb by which it thus denotes whether the subject of the affirmation acts, or is acted upon, is called VOICE.

In forming the Passive Voice of a verb, and in forming some of the Moods and Tenses, certain other words are used in connection with the verb, and make a part of it. Thus in the sentence, "*The table is*

struck," "is" must be taken with "struck." The verb is not "struck" by itself, nor "is" by itself, but "is struck" taken together.

Exercise.—Select all the verbs in the following sentences, and state which are in the Active Voice and which in the Passive Voice:

Mary studies her lessons.

The lessons were studied by Mary.

Henry caught a fish in the lake.

The squirrel was caught in the trap.

The sheep were watched by the shepherd.

The soldiers marched to the fort.

The fish were caught in a net.

The army is commanded by the general.

Give (or write) three sentences containing a verb in the Active Voice. Three, containing a verb in the Passive Voice.

II. MOOD.

Mood is that attribute of a verb by which it denotes the manner or way in which the assertion is expressed.

Note.—Mood is only another form of the word "mode," and signifies manner, or way.

The assertion may be expressed in five different ways; thus, I write, If I write, I may write, Write, To write; therefore, Verbs have five Moods, the Indicative, the Subjunctive, the Potential, the Imperative, and the Infinitive.

The Indicative Mood is that form of the verb in which the assertion is expressed directly and without limitation; as, *He writes*.

Explanation.—When we affirm or assert a thing, as if we were certain of it, then the verb will be in the Indicative mood; as, *The sun shines. My mother loves me.*

Note.—The Indicative mood is also used in asking direct questions; as, Does the sun shine? Does my mother love me? This is sometimes called the Interrogative form.

The Subjunctive Mood is that form of the verb in which the assertion is expressed as an uncertainty; as, *If he write.*

Explanation.—When we affirm or assert a thing in a way that shows that it is not a certainty, as, If I live, the thing will be accomplished; Though he slay me, yet will I trust him; Unless he come, he will lose his place: the verb will be in the Subjunctive mood.

Note 1.—The Subjunctive mood is generally preceded by a conjunction, such as *if, though, although, unless, except, whether, or lest.*

Note 2.—The Subjunctive mood is always accompanied by another verb in some other mood. Without this it cannot make complete sense. Thus, If he study diligently, he will improve.

The Potential Mood is that form of the verb which expresses possibility, liberty, power, willingness, or obligation; as, he *can write*; he *may write*; he *must write*.

Explanation.—To say, A thing *may be*, or *might be*, expresses possibility. To say, You *may do it*, or You *might do it*, is giving liberty to do it. To say, You *can do it*, or You *could do it*, shows that you have the power to do it. To say, You *would do it*, expresses a willingness to do it. To say, You *must do it*, expresses an obligation to do it.

Note.—The Potential mood is also used in asking questions; as, *May I write? Must I write? &c.*

A verb in the Potential mood is always accompanied by some one of the words, *may, can, must, might, could, would, should*; and this accompanying word is considered a part of the verb.

The Imperative Mood is that form of the verb which is used to command, exhort, entreat, or permit; as, *Write* the copy according to the directions; Father, *forgive* us.

Examples.—"Soldiers, *march*." "March" is used to *command*.

"*Pity* the sorrows of a poor old man." "Pity" is used to *entreat* or *beg*.

"*Fear* God and *keep* his commandments, for this is the whole duty of man." "Fear" and "keep" are used to *exhort*, or *persuade*, with a reason.

"*Sit* near me, if you wish." "Sit" is used to *permit* or *allow*.

The nominative case of a verb in the Imperative mood will always be *thou* or *you*, but it will seldom be expressed. Example: "Sit still," means "*Thou* or *you* sit still."

The Infinitive Mood is that form of the verb which is not limited to a subject, or which has no subject; as, *To write*.

Note.—The Infinitive mood usually has the preposition *to* before it, and the preposition in this case is considered a part of the verb.

Example.—"He told me *to sit* still, if I wished *to hear*." "To sit" and "to hear" are in the Infinitive mood.

Exercise.—In the following sentences select all the verbs, and state the voice and mood of each :

Charles studies his lesson.

The boys caught a rabbit in the woods.

The rabbit was caught by the boys.

The lesson was assigned by the teacher.

If he study his lesson he will improve.

Though he slay me yet I will trust him.

If the lesson be recited properly, the class will be dismissed.

Mary must return home when her task is finished.

The letter may be returned by the postman.

If I had a book I would study the lesson.

Charles, bring me that book.

Boys, study your lessons.

God said, "Children, obey your parents." You should keep this commandment, if you wish to obtain the reward, which he promises, which is, that your days may be long in the land.

The shepherd takes care of his sheep. If they wander near a precipice, he uses a crook to draw them away, for they are timid animals. If he ran towards them, they might fall over into the gulf.

Listen to the merry bells. I listen to them with delight. You may listen to them without growing weary, if you delight to listen to sweet music.

Give (or write) three sentences containing a verb in the Indicative mood; three in each of the other Moods.

III. TENSE.

Tense is that attribute of a verb by which it expresses distinctions of TIME.

There are six Tenses: the Present, the Past, the Future, the Present-Perfect, the Past-Perfect, and the Future-Perfect.

Explanations.—The present time is that which is now, as "to-day," "this minute," etc. The past time is that which is gone by, as "yesterday," "last year," etc. Future time is that which is to come, as "to-morrow," "next year," etc.

The words here used to denote time are nouns, or a noun and an adjective. But a verb may be likewise used to denote the time of an event. Example: "He *is* sick." The form of the verb "is" denotes that he is sick *now*. "He *was* sick." The form of the verb "was" denotes that he was sick at some time which is *past*. "He *will be* sick." The form of the verb "will be" denotes that he will be sick in some *future* time.

There are three principal distinctions of time, namely, present, past, and future. So there are three principal tenses, namely, the present, the past, and the future.

The Present Tense is that form of the verb which denotes simply present time ; as, I *write*.

The Past Tense is that form of the verb which denotes simply past time ; as, I *wrote*.

The Future Tense is that form of the verb which denotes simply future time ; as, I *shall write*.

Note.—A verb in the Future tense is always accompanied by some one of the words *shall*, *shalt*, *will*, or *wilt*, and this accompanying word is considered a part of the verb.

The Present-Perfect Tense is that form of the verb which denotes what is past and finished, but, which is connected also with the present time ; as, I *have written*.

Explanation.—An event may be past and finished, when the period of time referred to is not all past, but comes down to the present moment. Example : “ I have recited my lesson this morning.” Here, “ this morning ” is the period of time referred to, and this period is not all past yet. But the reciting of the lesson is finished. The thing then was done in a period of time of which the present time is a part. It is therefore a past and finished act, but connected also with the present time.

That form of the verb which enables it to express this peculiar distinction of past time, is called the Present-Perfect tense.

Note.—A verb in the Present-Perfect tense is always accompanied by one of the words *have*, *has*, or *has*, and this accompanying word is considered a part of the verb.

The Past-Perfect Tense is that form of the verb which denotes what was past and finished, before some other event which is also past ; as, I *had written* the letter, before it was called for.

Explanation. — An event may have happened some time ago, and before another event which also happened some time ago. Example: "I had washed my hands when they called me to breakfast." Here the washing and the calling both occurred in past time, but the washing occurred before the calling.

That form of the verb which enables it to express this additional distinction of past time is called the Past-Perfect tense.

Note. — A verb in the Past-Perfect tense, in the Indicative mood, is always accompanied by one of the words *had*, or *hadst*, and this accompanying word is considered a part of the verb.

The Future-Perfect Tense is that form of the verb which denotes a future time prior to some other time which is itself future; as, I *shall have written* the letter before it will be called for.

Explanation. — Here, the writing of the letter and the calling for it are both future. They are both to take place hereafter. But the writing will be done and finished before the calling for it.

That form of the verb which enables it to express this peculiar distinction of future time is called the Future-Perfect tense.

Note. — A verb in the Future-Perfect tense is always accompanied by two other words, namely, either *shall have*, *shalt have*, *will have*, or *wilt have*, and these accompanying words are considered a part of the verb.

Name (or write) five sentences containing a verb of the Present tense; five, of the Past tense; five, of the Future tense; five, of the Present-Perfect; five, of the Past-Perfect; five, of the Future-Perfect.

IV. PARTICIPLES.

A Participle is that form of the verb which partakes of the nature both of a verb and of an adjective.

Explanation. — "A man *deserving* blame, should be censured accordingly." Here "deserving" is a form of the verb "deserve." It expresses the same fact as the verb, only the assertion is under a sort of

limitation, or in a state of suspense, as if we were to say, "If he deserves blame," or "Since he deserves blame." This form of the verb is capable also of denoting time, as verbs do. "Deserving blame" means doing it *now*. "Having deserved blame" means having done it in some *past* time. It expresses *action* also, as verbs generally do. It partakes therefore of the nature of a verb.

But suppose we say, "A man not *meritorious* in his conduct, should be censured." "Meritorious" is an adjective, belonging to "man," or qualifying "man." In the same way, "deserving" belongs to or qualifies man. It partakes therefore of the nature of an adjective.

The Participles are three, the Present, the Past or Perfect, and the Compound-Perfect.

The Present Participle denotes that which is now in progress; as, *going, being, living, working*, etc. The Present participles all end in *ing*.

The Past or Perfect Participle denotes that which is complete or finished; as, *written, stolen, added*.

The Compound-Perfect Participle denotes that which is finished before something else mentioned; as, *having written, having stolen, having added*.*

V. NUMBER AND PERSON.

Verbs have variations of form, to correspond with the number and person of their subject. These variations are called the Numbers and Persons of the verb.

Verbs have two numbers, Singular and Plural; and three Persons, First, Second, and Third. Thus:

<i>Singular.</i>		<i>Plural.</i>	
<i>First Person.</i>	I am.	<i>First Person.</i>	We are.
<i>Second Person.</i>	Thou art.	<i>Second Person.</i>	You are.
<i>Third Person.</i>	He is.	<i>Third Person.</i>	They are.

* For Exercises in Participles, see page 67.

II. CLASSES OF VERBS.

Verbs are divided into the following classes: TRANSITIVE and INTRANSITIVE; REGULAR and IRREGULAR; IMPERSONAL, DEFECTIVE, and AUXILIARY.

I. TRANSITIVE AND INTRANSITIVE.

A Transitive Verb is one which requires an objective case to complete the meaning; as, James *writes* a letter.

An Intransitive Verb is one which does not require an objective case to complete the meaning; as, John *sleeps*.

Explanation.—When we put “what” after a verb and ask a question, if we can answer it by using some noun, it shows that the verb is transitive. Example: “Mary broke a tumbler and cried bitterly.” Broke *what*? Ans. A tumbler. The verb “broke” is transitive. But, if we put “what” after the other verb, and ask: Cried *what*? we could not answer such a question. The verb “cried” therefore is intransitive.

Exercise.—Which of the following verbs are transitive, and which are intransitive? Hurt, lift, walk, sit, believe, forget, say, rise, raise, fly, go, depart.

Name (or write) five transitive verbs, five intransitive verbs.

Note 1.—Some verbs are used both transitively and intransitively; as, “He reads well,” “He reads a story.”

Note 2.—Intransitive verbs are not used in the Passive Voice.

II. REGULAR AND IRREGULAR VERBS.

A Regular Verb is one that forms its Past Tense and Past Participle by the addition of *ed* to its present tense; as, Present, *love*; Past, *loved*; Past Participle, *loved*.

An Irregular Verb is one that does not form its Past Tense and Past Participle by the addition of *ed*

to its present tense; as, Present, *write*; Past, *wrote*; Past Participle, *written*.

Examples of Regular Verbs.

<i>Present Tense.</i>	<i>Past Tense.</i>	<i>Past Participle.</i>
Live,	lived,	lived.
Love,	loved,	loved.
Instruct,	instructed,	instructed.
Portray,	portrayed,	portrayed.
Walk,	walked,	walked.

Name (or write) ten regular verbs.

The Irregular Verbs.

<i>Present.</i>	<i>Past.</i>	<i>Past Part.</i>
Abide,	abode,	abode.
Am, — Is,	was,	been.
Arise,	arose,	arisen.
Awake,	awoke, awakened,	awaked.
Bear (<i>to bring forth</i>),	bore, bare,	born.
Bear (<i>to carry</i>),	bore,	borne.
Beat,	beat,	beat, beaten.
Begin,	began,	begun.
Bend,	bended, bent,	bended, bent.
Bereave,	bereaved, bereft,	bereaved, bereft.
Beseech,	besought,	besought.
Bestride,	bestrid, bestrode,	bestrid, bestridden.
Betide,	betid, betided,	betid.
Bid,	bid, bade,	bid, bidden.
Bind,	bound,	bound.
Bite,	bit,	bitten, bit.
Bleed,	bled,	bled.
Blow,	blew,	blown.
Break,	broke,	broken.
Breed,	bred,	bred.
Bring,	brought,	brought.
Build,	built, builded,	built, builded.
Burn,	burned, burnt,	burned, burnt.

<i>Present.</i>	<i>Past.</i>	<i>Past Part.</i>
Burst,	burst,	burst.
Buy,	bought,	bought.
Cast,	cast,	cast.
Catch,	caught, catched,	caught, catched.
Chide,	chid,	chid, chidden.
Choose,	chose,	chosen, chose.
Cleave (<i>to split</i>),	cleft, clove,	cleft, cloven.
Cling,	clung,	clung.
Clothe,	clothed, clad,	clothed, clad.
Come,	came,	come.
Cost,	cost,	cost.
Creep,	crept,	crept.
Crow,	crew, crowed,	crowed.
Cut,	cut,	cut.
Dare (<i>to venture</i>),	dared, durst,	dared.
Deal,	dealed, dealt,	dealed, dealt.
Dig,	dug, digged,	dug, digged.
Do,	did,	done.
Draw,	drew,	drawn.
Dream,	dreamed, dreamt,	dreamed, dreamt.
Drink,	drank,	drunk.
Drive,	drove,	driven.
Dwell,	dwelled, dwelt,	dwelled, dwelt.
Eat,	eat, ate,	eat, eaten.
Fall,	fell,	fallen.
Feed,	fed,	fed.
Feel,	felt,	felt.
Fight,	fought,	fought.
Find,	found,	found.
Flee,	fled,	fled.
Fling,	flung,	flung.
Fly,	flew,	flown.
Forsake,	forsook,	forsaken.
Freeze,	froze,	frozen.
Get,	got,	got, gotten.
Gild,	gilded, gilt,	gilded, gilt.
Gird,	girded, girt,	girded, girt.
Give,	gave,	given.

<i>Present.</i>	<i>Past.</i>	<i>Past Part.</i>
Go,	went,	gone.
Grave,	graved,	graven, graved.
Grind,	ground,	ground.
Grow,	grew,	grown.
Hang,	hanged, hung,	hanged, hung.
Have,	had,	had.
Hear,	heard,	heard.
Heave,	heaved, hove,	heaved.
Hew,	hewed,	hewed, hewn.
Hide,	hid,	hid, hidden.
Hit,	hit,	hit.
Hold,	held,	held.
Hurt,	hurt,	hurt.
Keep,	kept,	kept.
Kneel,	kneeled, knelt,	kneeled, knelt.
Knit,	knit, knitted,	knit, knitted.
Know,	knew,	known.
Lade,	laded,	laded, laden.
Lay,	laid,	laid.
Lead,	led,	led.
Leave,	left,	left.
Lend,	lent,	lent.
Let,	let,	let.
Lie (<i>to recline</i>),	lay,	lain.
Light,	lighted, lit,	lighted, lit.
Lose,	lost,	lost.
Make,	made,	made.
Mean,	meant,	meant.
Meet,	met,	met.
Mow,	mowed,	mowed, mown.
Pay,	paid,	paid.
Pen (<i>to coop</i>),	penned, pent,	penned, pent.
Put,	put,	put.
Quit,	quit, quitted,	quit, quitted.
Read,	read,	read.
Rend,	rent,	rent.
Rid,	rid, ridded,	rid, ridded.
Ride,	rode,	ridden.

<i>Present.</i>	<i>Past.</i>	<i>Past Part.</i>
Ring,	rang, rung,	rung.
Rise,	rose,	risen.
Rive,	rived,	rived, riven.
Run,	ran, run,	run.
Say,	said,	said.
Saw,	sawed,	sawed, sawn.
See,	saw,	seen.
Seek,	sought,	sought.
Seethe,	seethed,	seethed, sodden.
Sell,	sold,	sold.
Send,	sent,	sent.
Set,	set,	set.
Shake,	shook,	shaken.
Shape,	shaped,	shaped, shapen.
Shave,	shaved,	shaved, shaven.
Shear,	sheared,	sheared, shorn.
Shed,	shed,	shed.
Shine,	shone, shined,	shone, shined.
Shoe,	shod,	shod.
Shoot,	shot,	shot.
Show,	showed,	shown, showed.
Shred,	shred,	shred.
Shrink,	shrunk,	shrunk.
Shut,	shut,	shut.
Sing,	sung, sang,	sung.
Sink,	sunk, sank,	sunk.
Sit,	sat,	sat.
Slay,	slew,	slain.
Sleep,	slept,	slept.
Slide,	slid,	slid, slidden.
Sling,	slung,	slung.
Slink,	slunk,	slunk.
Slit,	slit, slitted,	slit, slitted.
Smell,	smelled, smelt,	smelled, smelt.
Smite,	smote,	smitten, smit.
Sow,	sowed,	sowed, sown.
Speak,	spoke. spake,	spoken.
Speed,	sped, speeded,	sped, speeded.

<i>Present.</i>	<i>Past.</i>	<i>Past Part.</i>
Spell,	spelled, spelt,	spelled, spelt.
Spend,	spent,	spent.
Spill,	spilled, spilt,	spilled, spilt.
Spin,	spun,	spun.
Spit,	spit, spat,	spit.
Split,	split, splitted,	split, splitted.
Spoil,	spoiled, spoilt,	spoiled, spoilt.
Spread,	spread,	spread.
Spring,	sprung, sprang,	sprung.
Stand,	stood,	stood.
Stave,	staved, stove,	staved, stove.
Stay,	stayed, staid,	stayed, staid.
Steal,	stole,	stolen.
Stick,	stuck,	stuck.
Sting,	stung,	stung.
Stink,	stunk,	stunk.
Strew,	strewed,	strewed, strewn.
Stride,	strid, strode,	strid, stridden.
Strike,	struck,	struck, stricken.
String,	strung,	strung.
Strive,	strove,	striven.
Swear,	swore,	sworn.
Sweat,	sweat, sweated,	sweat, sweated.
Sweep,	swept,	swept.
Swell,	swelled,	swelled, swollen.
Swim,	swam, swum,	swum.
Swing,	swung,	swung.
Take,	took,	taken.
Teach,	taught,	taught.
Tear,	tore,	torn.
Tell,	told,	told.
Think,	thought,	thought.
Thrive,	thrived,	thrived, thriven.
Throw,	threw,	thrown.
Thrust,	thrust,	thrust.
Tread,	trod,	trod, trodden.
Wax,	waxed,	waxed, waxen.
Wear,	wore,	worn.

<i>Present.</i>	<i>Past.</i>	<i>Past Part.</i>
Weave,	wove,	woven, wove.
Weep,	wept,	wept.
Wet,	wet, wetted,	wet, wetted.
Win,	won,	won.
Wind,	wound,	wound.
Work,	worked, wrought,	worked, wrought.
Wring,	wrung,	wrung.
Write,	wrote,	written.

III. IMPERSONAL VERBS.

An Impersonal Verb is one which is never used except with the pronoun *it* for its subject; as, “It *snows*.”

Note.—We never say, “I snow,” “Thou snowest,” “He snows,” etc.

IV. DEFECTIVE VERBS.

A Defective Verb is one that is not used in all the Moods and Tenses; as, *must*, *ought*, *quoth*, etc.

V. AUXILIARY VERBS.

An Auxiliary Verb is one which helps to form the Moods and Tenses of other verbs.

The auxiliary verbs are, *shall*, *may*, *can*, *must*, *be*, *do*, *have*, and *will*.

Remarks on the Auxiliary Verbs.

1. These are called Auxiliary, or helping verbs, because by their help the other verbs form most of their moods and tenses.

2. *Be*, *do*, *have*, and sometimes *will*, are also used as principal verbs; as, they *may be* here; they *do* nothing; they *have* nothing; they *will* it to be so. As principal verbs, they have all the moods and tenses which other verbs have.

3. *Be*, as an Auxiliary, is used in all its moods, tenses, num-

bers, and persons, in forming the passive voice of other verbs; as, I *am* loved, I *was* loved, I *have been* loved, etc.

III. CONJUGATION.

The Conjugation of a verb is the orderly arrangement of its voices, moods, tenses, numbers, and persons.

Note. — The verb “To Be” is irregular and intransitive, and has no voice.

Conjugation of the verb *To Be*.

INDICATIVE MOOD.

Present Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I am.	1. We are.
2. Thou art.	2. You are.
3. He is.	3. They are.

Past Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I was.	1. We were.
2. Thou wast.	2. You were.
3. He was.	3. They were.

Future Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I shall be.	1. We shall be.
2. Thou wilt be.	2. You will be.
3. He will be.	3. They will be.

Present-Perfect Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I have been.	1. We have been.
2. Thou hast been.	2. You have been.
3. He has been.	3. They have been.

Past-Perfect Tense.

Singular.

1. I had been.
2. Thou hadst been.
3. He had been.

Plural.

1. We had been.
2. You had been.
3. They had been.

Future-Perfect Tense.

Singular.

1. I shall have been.
2. Thou wilt have been.
3. He will have been.

Plural.

1. We shall have been.
2. You will have been.
3. They will have been.

SUBJUNCTIVE MOOD.

Present Tense.

Singular.

1. If I be.
2. If thou be.
3. If he be.

Plural.

1. If we be.
2. If you be.
3. If they be.

Past Tense.

Singular.

1. If I were.
2. If thou wert.
3. If he were.

Plural.

1. If we were.
2. If you were.
3. If they were.

POTENTIAL MOOD.

Present Tense.

Singular.

1. I may be.
2. Thou mayst be.
3. He may be.

Plural.

1. We may be.
2. You may be.
3. They may be.

Past Tense.

Singular.

1. I might be.
2. Thou mightst be.
3. He might be.

Plural.

1. We might be.
2. You might be.
3. They might be.

*Present-Perfect Tense.**Singular.*

1. I may have been.
2. Thou mayst have been.
3. He may have been.

Plural.

1. We may have been.
2. You may have been.
3. They may have been.

*Past-Perfect Tense.**Singular.*

1. I might have been.
2. Thou mightst have been.
3. He might have been.

Plural.

1. We might have been.
2. You might have been.
3. They might have been.

IMPERATIVE MOOD.

*Present Tense.**Singular.*

2. Be, *or* be thou.

Plural.

2. Be, *or* be you.

INFINITIVE MOOD.

Present. To be.*Present-Perfect.* To have been.

PARTICIPLES.

Present. Being.*Past or Perfect.* Been.*Compound-Perfect.* Having been.

Remarks on the Conjugation.

1. In the formation of the Futures, we have two Auxiliaries, *shall* and *will*. For the expression of simple futurity, we use *shall* in the First Person, and *will* in the Second and Third Persons, as given in the table. On the other hand, by using *will* in the First Person, and *shall* in the Second and Third Persons, we express the various ideas of promise, command, obligation, etc. Thus: "I will be there" expresses a promise. "Thou shalt love the Lord thy God" is a command. "He shall do it" (*i. e.* I will make him) expresses obligation or necessity.

2. The singular form, *thou art*, etc., is now used only in acts of worship, or on other solemn occasions. In ordinary discourse,

in addressing one person, we say *you are*, *you were*, etc., the meaning being singular, but the form plural.

3. In the third person, the nominative of the verb may be any of the personal pronouns, *he*, *she*, *it*, any of the relative pronouns, *who*, *which*, *what*, *that*, etc., or any noun. For convenience of recitation, one nominative only is inserted.

4. In the Potential mood the auxiliary may be,
 In the Present tense, *may*, *can*, or *must* ;
 In the Past tense, *might*, *could*, *would*, or *should* ;
 In the Present-Perfect tense, *may have*, *can have*, or *must have* ;
 In the Past-Perfect tense, *might have*, *could have*, *would have*,
 or *should have*.

Conjugation of the verb *To Love*.

I. ACTIVE VOICE.

INDICATIVE MOOD.

Present Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I love.	1. We love.
2. Thou lovest.	2. You love.
3. He loves.	3. They love.

Past Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I loved.	1. We loved.
2. Thou lovedst.	2. You loved.
3. He loved.	3. They loved.

Future Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I shall love.	1. We shall love.
2. Thou wilt love.	2. You will love.
3. He will love.	3. They will love.

*Present-Perfect Tense.**Singular.*

1. I have loved.
2. Thou hast loved.
3. He has loved.

Plural.

1. We have loved.
2. You have loved.
3. They have loved.

*Past-Perfect Tense.**Singular.*

1. I had loved.
2. Thou hadst loved.
3. He had loved.

Plural.

1. We had loved.
2. You had loved.
3. They had loved.

*Future-Perfect Tense.**Singular.*

1. I shall have loved.
2. Thou wilt have loved.
3. He will have loved.

Plural.

1. We shall have loved.
2. You will have loved.
3. They will have loved.

SUBJUNCTIVE MOOD.

*Present Tense.**Singular.*

1. If I love.
2. If thou love.
3. If he love.

Plural.

1. If we love.
2. If you love.
3. If they love.

*Past Tense.**Singular.*

1. If I loved.
2. If thou loved.
3. If he loved.

Plural.

1. If we loved.
2. If you loved.
3. If they loved.

POTENTIAL MOOD.

*Present Tense.**Singular.*

1. I may love.
2. Thou mayst love.
3. He may love.

Plural.

1. We may love.
2. You may love.
3. They may love.

Past Tense.

Singular.

1. I might love.
2. Thou mightst love.
3. He might love.

Plural.

1. We might love.
2. You might love.
3. They might love.

Present-Perfect Tense.

Singular.

1. I may have loved.
2. Thou mayst have loved.
3. He may have loved.

Plural.

1. We may have loved.
2. You may have loved.
3. They may have loved.

Past-Perfect Tense.

Singular.

1. I might have loved.
2. Thou mightst have loved.
3. He might have loved.

Plural.

1. We might have loved.
2. You might have loved.
3. They might have loved.

IMPERATIVE MOOD.

Present Tense.

Singular.

Love, or love thou.

Plural.

Love, or love you.

INFINITIVE MOOD.

Present. To love.

Present-Perfect. To have loved.

PARTICIPLES.

Present. Loving.

Past or Perfect. Loved.

Compound-Perfect. Having loved.

II. PASSIVE VOICE.

Note. — The **Passive Voice** of a verb is formed by placing before its Past Participle the various moods, tenses, numbers, and persons of the verb *To be*.

Intransitive Verbs have no Passive Voice.

INDICATIVE MOOD.

*Present Tense.**Singular.*

1. I am loved.
2. Thou art loved.
3. He is loved.

Plural.

1. We are loved.
2. You are loved.
3. They are loved.

*Past Tense.**Singular.*

1. I was loved.
2. Thou wast loved.
3. He was loved.

Plural.

1. We were loved.
2. You were loved.
3. They were loved.

*Future Tense.**Singular.*

1. I shall be loved.
2. Thou wilt be loved.
3. He will be loved.

Plural.

1. We shall be loved.
2. You will be loved.
3. They will be loved.

*Present-Perfect Tense.**Singular.*

1. I have been loved.
2. Thou hast been loved.
3. He has been loved.

Plural.

1. We have been loved.
2. You have been loved.
3. They have been loved.

*Past-Perfect Tense.**Singular.*

1. I had been loved.
2. Thou hadst been loved.
3. He had been loved.

Plural.

1. We had been loved.
2. You had been loved.
3. They had been loved.

*Future-Perfect Tense.**Singular.*

1. I shall have been loved.
2. Thou wilt have been loved.
3. He will have been loved.

Plural.

1. We shall have been loved.
2. You will have been loved.
3. They will have been loved.

SUBJUNCTIVE MOOD.

Present Tense.

Singular.

1. If I be loved.
2. If thou be loved.
3. If he be loved.

Plural.

1. If we be loved.
2. If you be loved.
3. If they be loved.

Past Tense.

Singular.

1. If I were loved.
2. If thou wert loved.
3. If he were loved.

Plural.

1. If we were loved.
2. If you were loved.
3. If they were loved.

POTENTIAL MOOD.

Present Tense.

Singular.

1. I may be loved.
2. Thou mayst be loved.
3. He may be loved.

Plural.

1. We may be loved.
2. You may be loved.
3. They may be loved.

Past Tense.

Singular.

1. I might be loved.
2. Thou mightst be loved.
3. He might be loved.

Plural.

1. We might be loved.
2. You might be loved.
3. They might be loved.

Present-Perfect Tense.

Singular.

1. I may have been loved.
2. Thou mayst have been loved.
3. He may have been loved.

Plural.

1. We may have been loved.
2. You may have been loved.
3. They may have been loved.

Past-Perfect Tense.

Singular.

1. I might have been loved.
2. Thou mightst have been loved.
3. He might have been loved.

Plural.

1. We might have been loved.
2. You might have been loved.
3. They might have been loved.

IMPERATIVE MOOD.

*Present Tense.*2. Be loved, *or* be thou loved. 2. Be loved, *or* be you loved.

INFINITIVE MOOD.

Present. To be loved. *Present-Perfect.* To have been loved.

PARTICIPLES.

Present. Being loved. *Past or Perfect.* Loved.
Compound-Perfect. Having been loved.

Exercises in Conjugation.

Conjugate the verb

Come, in the Active voice, Indicative mood, Present tense.*Do*, in the Active voice, Potential mood, Present-Perfect tense.*Walk*, in the Active voice, Subjunctive mood, Future tense.*Know*, in the Passive voice, Indicative mood, Future-Perfect tense.*Leave*, in the Passive voice, Potential mood, Past-Perfect tense.*Tell*, in the Passive voice, Subjunctive mood, Past tense.

The teacher can furnish additional exercises at will.

Name all the Participles of the verb *come*.

Name in like manner all the Participles of each of the other verbs in the foregoing list.

Note. — If the verb is Transitive, remember to name the Participles in the Passive Voice, as well as in the Active.

III. PROGRESSIVE FORM.

The Progressive Form of a verb is that which represents the action as in progress, or incomplete.

The Progressive form of any verb is made by placing before

its Present Participle the various moods, tenses, numbers, and persons of the verb *to be*.

Example. — The Present tense of the Indicative mood of the verb *to be* is —

I am.	We are.
Thou art.	You are.
He is.	They are.

By placing the above before the Present Participle of the verb *to sing*, which is *singing*, we have,

I am singing,
Thou art singing, &c.

This is the Present tense, Indicative mood, Progressive form, of the verb *to sing*.

Exercises in the Progressive Form.

Conjugate the verb “sing” through all the tenses of the Indicative mood, in the Progressive form.

Conjugate “learn” through the Subjunctive mood, Progressive form.

Conjugate “write” through the Potential mood, Progressive form.

Conjugate “stand” through the Imperative and Infinitive moods, Progressive form.

Note. — A verb in the Progressive form is always in the Active voice.

IV. EMPHATIC FORM.

The Emphatic Form of a verb is that in which the assertion is expressed with emphasis.

The Emphatic Form of a verb is made by placing before it the verb *do* as an auxiliary.

The Emphatic Form is used only in the Present and Past tenses of the Indicative and Subjunctive moods, Active voice, and in the Imperative mood, both Active and Passive.

Conjugation of the verb *To Love*, in the Emphatic Form.

INDICATIVE MOOD.

Present Tense.

Singular.

1. I do love.
2. Thou dost love.
3. He does love.

Plural.

1. We do love.
2. You do love.
3. They do love.

Past Tense.

Singular.

1. I did love.
2. Thou didst love.
3. He did love.

Plural.

1. We did love.
2. You did love.
3. They did love.

SUBJUNCTIVE MOOD.

Present Tense.

Singular.

1. If I do love.
2. If thou do love.
3. If he do love.

Plural.

1. If we do love.
2. If you do love.
3. If they do love.

Past Tense.

Singular.

1. If I did love.
2. If thou did love.
3. If he did love.

Plural.

1. If we did love.
2. If you did love.
3. If they did love.

IMPERATIVE.

Active — Present Tense.

Singular. Do (thou) love. *Plural.* Do (you) love.

Passive — Present Tense.

Singular. Do (thou) be loved. *Plural.* Do (you) be loved.

Parsing Exercises.

Parse "writes" in the sentence, "James *writes* a letter."

Model.—"Writes" (1) is a verb, it contains an assertion; (2) transitive, it requires an objective case after it; (3) irregular, it does not form its past tense and past participle by the addition of *ed* (Pres. write, Past wrote, Past Part. written); (4) active voice, it denotes that the nominative "James" acts or does the thing mentioned; (5) indicative mood, the assertion is expressed directly and without limitation; (6) present tense, it denotes present time; (7) singular number, third person (I write, thou writest, he writes, or James writes); (8) and has for its subject the noun James.

Abbreviated Model.—"Writes" is (1) a transitive verb, (2) irregular (Pres. write, Past wrote, Past Part. written), (3) active voice, (4) indicative mood, (5) present tense, (6) singular number, third person, (7) and has for its subject the noun James.

Parse "to win" in the sentence, "James expects *to win* the prize."

Model.—"To win" is (1) a transitive verb, (2) irregular (Pres. win, Past won, Past Part. won), (3) active voice, (4) infinitive mood, (5) present tense.

Note.—The Infinitive Mood has no subject, hence it has no number nor person.

Parse "is writing" in the sentence, "James *is writing* a letter."

Model.—"Is writing" is (1) a transitive verb, (2) irregular (Pres. write, Past wrote, Past Part. written), (3) progressive form, (4) active voice, (5) indicative mood, (6) present tense, (7) singular number, third person, (8) and has for its subject the noun James.

Parse "did write" in the sentence, "James *did write* the letter."

Model.—"Did write" is (1) a transitive verb, (2) irregular (Pres. write, Past wrote, Past Part. written), (3) emphatic form, (4) active voice, (5) indicative mood, (6) past tense, (7) singular number, third person, (8) and has for its subject the noun James.

Parse "was written" in the sentence, "The letter *was written* by John."

Model.—"Was written" is (1) a transitive verb, (2) irregular (Pres. write, Past wrote, Past Part. written), (3) passive voice, (4) indicative mood, (5) past tense, (6) singular number, third person, (7) and has for its subject the noun letter.

Note 1.—Intransitive Verbs are not used in the Passive Voice, hence, it will not be necessary to state the voice in parsing Intransitive Verbs.

Note 2.—In parsing Regular Verbs, the Present, Past, and Past Participle forms of the verb need not be given.

Parse all the verbs in the following sentences:

Mary loves her mother.

Charles lent his book to his brother.

George has studied his lesson.

Henry had studied his lessons before the teacher arrived.

I shall have finished my task before my father returns.

Charles will read his book.

If John study, he will improve.

Though he slay me, yet will I trust in him.

Unless you hurry, you will be left.

The boys may go into the woods to play.

William could attend to the business for you, if he were here.

The soldiers must obey the orders of their officers.

You must study, if you desire to excel.

Pity the sorrows of a poor old man.

Fear God and keep his commandments.

Mary is loved by her friends.

The teacher was respected by his pupils.

The lesson has been recited by each member of the class.

You will be promoted, if you persevere in your endeavor to improve.

The prisoner will be brought before the judge, to-morrow, to hear his sentence.

Be industrious, and you will succeed.

Be studious, and you will improve.

Charles is studying his lesson.

The boys are hunting for rabbits in the woods.

If he were more attentive, he might have escaped the punishment, which, he thought, was so grievous to be borne.

When the mail shall have arrived, I will send immediately for my letters; and I will send replies to them by the next mail.

Charles had sufficient time to study his lesson before he was called to his breakfast. William appears to have studied his lesson, and to have had time for exercise.

I have not seen my dictionary; do tell me where it is, if you know. I did not use it at home. I cannot learn my lesson without it. Somebody must have hidden it to vex me. Ask the maid; perhaps she put it away. I will take care, to-morrow, to put it in the closet before I go out to play.

If it were raining while you were walking to the city, you should have carried your umbrella, or you should have waited under some shelter until the rain had ceased. Be more prudent, or you may impair your health.

Note.—In the preceding sentence *it* is used indefinitely. See page 31.

Review Exercise.—Parse all the Nouns in the foregoing sentences.

Parse all the Articles.

Parse all the Adjectives.

Parse all the Pronouns.

Exercises in Participles.

Select the Participles in the following exercises, state which are Active and which Passive, and state also whether they are Present, Past or *Perfect*, or Compound Perfect.

The child, seeing its mother, ran to meet her.

Mary, walking in the woods, found a beautiful fern.

The snow, falling rapidly, soon covered the ground.

A man deserving blame should be censured.

Washington died honored by all his countrymen.

The house, destroyed by fire, was soon rebuilt.

The laborer, fatigued with the toil of the day, returned to his home.

The exercise written by Charles was admired by all.

The boys, having recited their lessons, were dismissed.

The thief, having stolen the horse, made his escape.

John, having written his composition, gave it to the teacher.

The sun having risen, the clouds disappeared.

The general, being advised of the approach of the enemy, ordered his troops into line of battle.

The father being informed of his son's death, exhibited great sorrow.

Charles, being aroused from his slumber, discovered that the house was on fire.

The day being far spent, we returned to our homes.

The lesson having been recited, the class was dismissed.

The fire having been extinguished, the crowd dispersed.

War having been declared, the regiments were rapidly mustered into service.

The physician having been called, pronounced it a hopeless case.

He had a dagger concealed under his coat.

Honor, defined by Cicero, is the approbation of good men.

William, being successful in his examination, expects promotion.

William, having been successful in his examination, was promoted.

William, having succeeded in his examination, expects to be promoted.

The fire breaking out in the night, and the night being dark, the house was destroyed, the inmates barely escaping with their

lives, with their clothing scorched, and some with limbs broken or bodies mutilated.

Thomas being employed at his studies, could not engage in the sports of the younger members of the family; but, having completed his lessons, he looked on their sports delighted, and joined in them with pleasure.

Having been informed that the enemy was approaching, and being without arms, the general ordered his men to prepare to retreat to a place concealed from the enemy's view, lest the enemy, seeing their defenceless condition, should make an easy conquest.

Write three sentences containing a Present Participle, Active; three, Compound-Perfect, Active; three, Present-Passive; three, Perfect-Passive; three, Compound-Perfect Passive.

Models for Parsing.

Parse "seeing" in the sentence, "The child, *seeing* its mother, ran to meet her."

"Seeing" is (1) the Present Participle, (2) Active, (3) of the irregular, transitive verb "to see," (Pres. see, Past saw, Past, Part. seen.)

Parse "having recited" in the sentence, "The boys *having recited* their lessons, were dismissed."

"Having recited" is (1) the Compound Perfect-Participle, (2) Active, (3) of the regular, transitive verb "to recite."

Parse all the Participles in the exercises on pages 67, 68 and 69.

As the Participle is a part of the verb, it may have a noun after it in the objective case in the same manner as the verb has; thus, "John having written a *letter*, took it to the Post-office." Here "letter" is in the objective case, and is the object of the Participle "having written."

In the exercises on pages 67, 68 and 69, select and parse all nouns in the objective case.

Parse all the Pronouns.

Parse all the Adjectives.

Parse all the Verbs.

VI. ADVERBS.

An Adverb is a word used to qualify a Verb, an Adjective, or another Adverb; as, He writes *rapidly*.

Explanation.—An Adverb, when used to qualify a verb, generally shows how, when, or where some action takes place.

Exercises.—In the sentence, “The industrious boy recites rapidly,” which word is a noun? Which is a verb? Which word qualifies “boy,” or tells what kind of boy he is? What part of speech is ———? What is an adjective? Which word qualifies “recites,” or tells how he recites? What is ———? What is an adverb? Which does ——— qualify here, a verb, an adjective, or another adverb?

In the phrase, “very industrious boy,” what part of speech is industrious? What word qualifies industrious, or tells how industrious he is? What is ———? What is an adverb? Which does ——— qualify here, a verb, an adjective, or another adverb?

In the phrase, “recites very rapidly,” what part of speech is rapidly? What word qualifies rapidly, or tells how rapidly he recites? What part of speech is ———? What is an adverb? Which does ——— qualify here, a verb, an adjective, or another adverb?

Some words are used sometimes as adverbs, and sometimes as adjectives. Among these are the following: *little, less, least, better, best, much, more, most, no, only, well, ill, still, first*. If any of these words qualifies a noun, it is an adjective; but, if it qualifies a verb, an adjective, or another adverb, then it is an adverb.

Examples.—“I have *no* money, and I can support you *no* longer.” The first “no” is an adjective, qualifying “money.” The second “no” is an adverb, qualifying the adverb “longer.”

“He could not behave *worse*, nor deserve a *worse* punishment.” The first “worse” is an adverb, qualifying the verb “behave.” The second “worse” is an adjective, qualifying the noun “punishment.”

Comparison of Adverbs.

Many Adverbs are compared.

Some Adverbs are compared by adding *er* and *est* to the Positive; as, *soon, sooner, soonest*.

Adverbs ending in *ly* are compared by prefixing *more* and *most, less* and *least*; as, *happily, more happily, most happily; less happily, least happily*.

Irregular Comparison.

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Well	better	best
Ill	worse	worst
Badly	worse	worst
Much	more	most
Far	farther	farthest.

Classes of Adverbs.

Adverbs are divided into classes, according to their signification. The most important of these classes are

1. Adverbs of Manner or Quality; as, *well, ill, swiftly, smoothly, truly*, with a great many others formed from adjectives by adding the termination *ly*. This is by far the most numerous class of adverbs.

2. Adverbs of Place; as, *here, there, where, hither, thither, whither, hence, thence, whence, somewhere, nowhere*, etc.

3. Adverbs of Time; as, *now, then, when, ever, never, soon, often, seldom, lately, yearly, yesterday, to-morrow*, etc.

4. Adverbs of Quantity; as, *much, little, sufficiently, enough, scarcely*, etc.

5. Adverbs of Direction; as, *downward, upward, forward, backward, homeward, heavenward, hitherward, thitherward*, etc.

6. Adverbs of Number, Order, etc. (including all those

formed from the Numeral Adjectives); as, *first, secondly, thirdly*, etc.; *once, twice, thrice*, etc.; *singly, doubly, triply*, etc.

7. Adverbs of Affirmation and Negation; as, *yes, no, verily, indeed, nay, nowise, doubtless*, etc.

8. Adverbs of Interrogation; as, *how, why, when, where, whither, whence*, etc.

9. Adverbs of Comparison; as, *more, most, less, least, better, best, very, exceedingly, nearly, almost*, etc.

10. Adverbs of Uncertainty; as, *perchance, perhaps, peradventure, possibly, probably*, etc.

Note.—The above is not intended as a complete list of Adverbs, nor even a complete classification of them. It will be found serviceable, however, for the learner in this way. When in doubt about the true character of a word, whether to call it an adverb or not, the doubt is often immediately resolved by attempting to refer the word to one of these classes. Does the word express *place*? Does it signify *time*? etc.

Write three sentences, each containing an adverb of Manner or Quality; three, each containing an adverb of Place; three, each containing an adverb of Time; three, each containing an adverb of Comparison.

Parsing Exercises.

Parse “*hastily*” in the sentence, “John wrote the letter *hastily*.”

Model.—“*Hastily*” (1) is an adverb, it qualifies the verb “wrote;” (2) it is an adverb of *manner*, it tells the manner in which he wrote; (3) it is compared, *hastily, more hastily, most hastily*.

Note.—When the adverb does not admit of comparison, the third thing to say of it will be, “not compared.”

Parse all the Adverbs in the following sentences:

Cherish me kindly, cheer my young heart,
I will follow thee ever and never depart.

Charles reads well.

Mary sang sweetly.

The horse runs swiftly.

He was to meet me here.

Great men are greatly admired.

Thus the farmer sows his seed.

The lady sang so very sweetly that she was greatly applauded.

Remember now thy Creator in the days of thy youth.

John knows where to catch the largest fish.

I know a spot where the wild rose blooms.

We had scarcely reached the wharf when the boat left.

The boys will return from school to-morrow.

Mary will probably arrive promptly.

Softly, slowly, toll the bell.

He will certainly secure the reward.

Probably he will return in time.

He was absent twice in one week.

We had nearly reached our destination when the sun set.

Perhaps the excursion will be postponed.

You must write more carefully; you are the least careful writer in the class.

You will recite first the first paragraph on the first page.

How can you behave so badly?

Why do you neglect your duty?

The farmer homeward turned his weary steps, and cast his eyes upward to gaze upon the sky, while he thought cheerfully of those at home.

Review Exercise.—Parse all the Nouns in the foregoing sentences.

Parse all the Pronouns.

Parse all the Verbs.

Parse all the Adjectives.

VII. CONJUNCTIONS.

A Conjunction is a word used to connect words, sentences, and parts of sentences; as, John *and* James study; John writes *and* James reads.

The following are the principal Conjunctions:

Also	but	nor	therefore
Although	either	or	though
And	for	since	unless
As	if	than	wherefore
Because	lest	that	whether
Both	neither	then	yet

Write five sentences, each containing a Conjunction.

Parsing Exercises.

Parse "and" in the sentence, "John *and* James are brothers."

First Model.—"And" is a conjunction, it connects the noun "John" with the noun "James."

Note.—When conjunctions connect words, those words will be the same parts of speech, that is a verb and a verb, an adjective and an adjective, etc., except that nouns and pronouns may be connected by a conjunction.

Second Model.—"John studies his lesson carefully, *but* James is very negligent of his lesson." "But" is a conjunction, it connects the sentence "John studies his lesson carefully," with the sentence "James is very negligent of his lesson."

Exercises.—Parse each of the Conjunctions in the following sentences:

Mary and John have gone to town.

John and James study.

James writes and John reads.

Charles studies his lessons carefully, but John is very negligent with his lessons.

The boy wrote well, though his hands were badly injured.
 He supported his mother, though he was quite young.
 I cannot go to school, because the weather is so bad.
 It is so dark that I cannot see.

Review Exercise.—Parse each of the Nouns, Adjectives, Pronouns, Verbs, and Adverbs in the foregoing sentences.



VIII. PREPOSITIONS.

A Preposition is a word placed before a noun or pronoun to show its relation to some other word; as, I write *with* a pen.

There are two classes of Prepositions, *Simple* and *Compound*.

Simple Prepositions are those which are not compounded with any other word.

The Simple Prepositions generally assist in determining the *place* or *position* of a person or thing.

Example.—"John went *on* the roof, and found his ball *in* the gutter." "On" shows the place of "John," and "in" the place where the ball was found.

The Simple Prepositions are nineteen, viz.:

At	from	past	to
After	in	round	under
By	of	since	up
Down	on	through	with
For	over	till	

Compound Prepositions are those which are formed by uniting two words or parts of words.

The Compound Prepositions are

Above	before	toward
About	behind	towards
Across	below	unto
Against	beneath	into
Along	beside	within
Amid <i>or</i> amidst	besides	without
Among <i>or</i> amongst	between <i>or</i> betwixt	throughout
Around	beyond	underneath
Athwart	upon	

Write five sentences, each containing a Simple Preposition; five, each containing a Compound Preposition.

Parsing Exercises.

Parse "on" in the sentence, "John walks *on* the roof."

Model. — "On" is a preposition, it is placed before the noun roof; and it shows a relation between "roof" and walks," it tells on what he walks.

Parse each of the Prepositions in the following sentences:

John went to Boston on the boat.

The old mill stood beside the road.

The city of Philadelphia is situated between two rivers.

He went in a carriage, drawn by two horses, on a fine day in the morning, into the city after his sister. As he rode over the roads and through the streets, he saw objects before him with which he was greatly pleased.

When the widow stood beside the grave of her husband, she thought over his many acts of kindness towards her. Now he was to rest beneath the clods of the valley, and she was to be left without a partner. The good minister told her to look for comfort in her affliction unto her heavenly Father, and to think of that blissful abode above the weary world, and of that better life beyond the grave.

Review Exercise. — Parse all the other words in the foregoing sentences.

IX. INTERJECTIONS.

An Interjection is a word used in making sudden exclamations; as, *ah! oh!*

The principal Interjections are,

Adieu	ha	hist	lo
Ah	hail	ho	O
Aha	halloo	hum	oh
Alack	hark	hush	pshaw
Alas	he	huzza	see
Begone			

Parsing Exercises.

In parsing an Interjection, simply state that it is an Interjection.

Name the Interjections in the following sentences.

Alas! I have lost my friend.

"Oh!" exclaimed the child, when he was struck.

"Ha! ha!" replied his sister, "it serves you right."

"Fie!" said their mother, "this is not the proper spirit."

Write five sentences, each containing an interjection.

WORDS USED AS DIFFERENT PARTS OF SPEECH.

As, meaning *because*, or *since*, is a Conjunction. Ex. *As* the wind was favorable, we set sail. It is also a part of the Correlative Conjunction *as* — *so*, and of several Complex Conjunctions, *as well as*, etc.

As, in all other cases, is an Adverb.

BEFORE, **AFTER**, **TILL**, and **UNTIL**, when followed by a noun or a pronoun in the objective case, are Prepositions. Ex. :

Come *before* dinner.

Come *after* dinner.

Wait *till* midnight.

Wait *until* your turn.

BEFORE, AFTER, TILL, and UNTIL, when not followed by a noun or a pronoun in the objective case, are Adverbs. Ex.:

Come *before* I have dined.

Come *after* I have dined.

Wait *till* I have dined.

Wait *until* I have dined.

BOTH is an Adjective, when it means *the two*. Ex. *Both* shoes need mending.

BOTH is a Conjunction in all other cases. Ex. I *both* love and respect him.

BUT is a Preposition, when it means *except*. Ex. He lost all his books *but* (except) his dictionary.

BUT is an Adverb, when it means *only*. Ex. I *but* (only) touched him and he cried.

BUT is a Conjunction in all other instances.

EITHER is a Distributive Adjective Pronoun, when it means *one of the two*. Ex. *Either* of the boys may do it.

EITHER is a Conjunction in all other cases.

NEITHER is a Distributive Adjective Pronoun, when it means *not one of the two*.

NEITHER is a Conjunction in all other cases.

FOR is a Conjunction, when it means *because*, and is used in giving a reason. Ex. I obey him, *for* he is my father, that is, because He is my father.

FOR is a Preposition in all other cases.

SINCE, meaning *for the reason that*, is a Conjunction. Ex. *Since* it is your wish, I will certainly do it.

SINCE, when placed before a noun denoting a period of time, is a Preposition. Ex. I have had no food *since* Monday.

SINCE, in other cases, is an Adverb.

THEN, meaning *in that case*, or *therefore*, is a Conjunction. Ex. If all this be so, *then* I am right.

THEN, in all other instances, is an Adverb.

THAT is a Relative Pronoun, when *who*, *whom*, or *which* may be used in its place. Ex. He is the wisest man *that* lives in our village.

THAT is a Demonstrative Adjective Pronoun, when *the* may be used instead of it. Ex. "*That* house which I see," means "*the* house which I see."

THAT is a Conjunction in all other cases. Ex. He wears warm clothes *that* he may not catch cold. Here, *who*, *whom*, *which*, or *the*, could not be used for *that*.

WHAT is a Relative Pronoun, when *that which* or *those which* can be used in its stead. Ex. Eat *what* is set before you. That is, Eat *that which* is set before you.

WHAT is an Interrogative Pronoun, when used to ask a question. Ex. *What* do you see?

WHAT is an Adjective Pronoun, when joined with a noun, but not asking a question. Ex. *What* wonders he performed. He gave *what* money he had to the poor.

WHAT, when uttered as a mere exclamation, and to denote surprise, is an Interjection. Ex. *What!* abuse your mother!

WHILE, meaning *to pass* or *spend* (time), is a Verb. Ex. They managed to *while* away the hour very pleasantly.

WHILE, meaning *a portion of time*, is a Noun. Ex. Let us sing a *while*.

WHILE, meaning *during the time that*, is an Adverb. Ex. The act was done *while* I was absent.

YET, meaning *nevertheless*, *notwithstanding*, is a Conjunction. Ex. Though he slay me, *yet* will I trust in him.

YET, meaning *up to a certain time*, or *over and above*, is an Adverb. Ex. Has the boy come *yet*?

I will give you *yet* one more reason.





THIRD PART.



SYNTAX.

THE third part of Grammar is called SYNTAX.

Syntax treats of sentences.

A Sentence is a number of words put together so as to make complete sense ; as, *Man is mortal*.

The principal parts of a sentence are the *Subject* (or nominative) and the *Predicate* (or verb).

Sentences are of two kinds, SIMPLE and COMPOUND.

A Simple sentence is one which contains but one subject and one verb ; as, *Life is short*.

A Compound sentence is one which contains two or more sentences, connected by one or more conjunctions ; as, *Life is short, but art is long*.

RULE I.

The Subject of a Verb must be in the Nominative Case.

Explanation. — The subject of the verb is that of which the assertion is made. "The book is in the desk." The subject of the assertion here is "book." It is that which is asserted to be in the desk. "John and I went home." Here there are two subjects, "John" and "I." It is of both these we say that they "went home." Now, the subject of the verb, that of which anything is asserted, must be in the nominative case. It would be contrary to the Rule, therefore, to say, "John and *me* went home," because "*me*," one of the subjects, is not in the nominative case.

NOTES.

Complex names, such as George Washington, Charles Henry Grant, etc., should be taken together in parsing, as if they were one word. Thus, we would say, "Charles Henry Grant," a complex name, is a proper noun, etc.

The subject of the verb may be an infinitive mood, or a part of a sentence, used as a noun; as, "To steal will render us liable to punishment," "Thou shalt not kill, is the sixth commandment." In the former of these examples, "To steal" is the subject of the verb, just as "stealing" would be, if the sentence were written, "Stealing will render us liable to punishment."

A noun or a pronoun addressed, and not the subject of any verb, is in the **Nominative Case Independent**; as, "Father, forgive them." "Boys, go home."

A noun or a pronoun put before a participle as its subject, and not being the subject of any verb, is in the **Nominative Case Absolute**; as, "My father dying, I was left an orphan."

Models for Parsing.

"*James* wrote a letter." "*James*" is a proper noun, masculine gender, singular number, third person, nominative case, subject of the verb "wrote," according to Rule I., which says, "The subject of the verb must be in the nominative case."

"*He* will write a letter." "*He*" is a personal pronoun, masc. g.,

sing. n., 3d p., nom. case, subject of the verb "will write," according to Rule I. (Quote.)

Note.—In parsing pronouns, certain other things are to be stated, which will be learned under Rule VIII. The parsing in the model is complete, so far as it can be given now.

"*To steal* will render us liable to punishment." "To steal" is a verb in the infinitive mood, used as a noun. It is in the neut. gen., sing. n., 3d per., nom. c., and is the subject of the verb "will render," according to Note under Rule I. (Quote the Note.)

"*Thou shalt not kill*" is a divine command. "Thou shalt not kill," is a part of a sentence, used as a noun. It is in the neut. gen., sing. n., 3d per., nom. c., and is the subject of the verb "is," according to Note under Rule I. (Quote the Note.)

"*Father*, forgive them." "Father" is a com. noun, masc. g., sing. n., 2d p., and in the nominative case independent, according to Note under Rule I. (Quote Note.)

"The sash falling suddenly, his finger was crushed." "Sash" is a com. noun, n. g., sing. n., 3d p., and in the nominative case absolute before the participle "falling," according to Note under Rule I. (Quote Note.)

Exercises.

Parse all the Nominatives in the following sentences:

Mary wrote a letter.

The child loves its mother.

The letter was written by Mary.

Our neighbors have sold their property.

The boys are hunting in the woods.

Perseverance overcomes difficulties.

Difficulties are overcome by perseverance.

God loves a cheerful giver.

Has he not said it, and will he not do it?

Christopher Columbus discovered North America.

John Quincy Adams was the sixth President of the United States.

Napoleon, at the head of a large army, crossed the Alps.

To study seemed his only desire.

To deceive is always wrong.

To swear is wrong.

To play is pleasant.

To despair is madness.

Never despair is a good motto.

Thou shalt not steal, is a divine command.

Henry, have you studied your lesson?

Welcome, little stranger.

Sarah, be quiet.

Fellow-citizens, listen to my cause.

Teach me, O Lord, to serve thee aright.

Our Father, who art in heaven.

Supper being finished, they left the table.

My father being weary, I relieved him.

The sun having risen, the clouds disappeared.

The teacher having been so long ill, his friends feared he would not recover.

The lieutenant led the men, the captain having been disabled.

Note. — The teacher can add such additional exercises as may be deemed necessary.



RULE II.

A Verb agrees with its Subject in Number and Person.

NOTES.

When the subject of the verb is an infinitive mood, or a part of a sentence, the verb should be singular; as, "To skate *is* a healthful amusement," "Thou shalt not kill, is a divine command." But if there are two or more infinitives, or parts of sentences, making distinct subjects, then the verb should be plural; as, "To skate and to play cricket *are* healthful amusements," "Thou shalt not kill, and Thou shalt not steal, *are* divine commands."

When the subject of the verb is a collective noun, the verb should be singular, if the idea expressed by the noun is singular; as, "The class *is* large." But if the idea expressed by the noun is plural, the verb should be plural; as, "The multitude *pursue* pleasure as their chief good."

Two or more subjects, connected by *and*, require a verb in the plural; as, "Socrates and Plato *were* wise."

Two or more subjects, connected by *and*, if used to express only one person or thing, require a verb in the singular; as, "That eminent statesman and orator *is* dead."

Two or more subjects in the singular, connected by *or* or *nor*, require a verb in the singular; as, "Ignorance or prejudice *has* caused this mistake."

If any one of several subjects connected by *or* or *nor* is plural, the verb must be plural; as, "Either he or they *were* mistaken."

When a verb has subjects of different persons, connected by *and*, the verb agrees with the first person rather than the second, and with the second rather than the third; as, "He and I shared the peach between us." "Shared," here, should be parsed as in the first person.

When a verb has subjects of different persons, connected by *or* or *nor*, the verb agrees in person with the subject nearest to it; as, "Either thou or I *am* mistaken."

Models for Parsing.

"James *wrote* a letter." "Wrote" is a transitive verb, irregular (Pres. write, Past wrote, Past P. written), active voice, indicative mood, past tense, and is in the singular number, third person, to agree with its subject "James," according to Rule II. (Quote the Rule.)

"To steal *renders* us liable to punishment." "Renders" is a trans. verb, reg., act. v., ind. m., pres. t., 3d p., and in the sing. n., to agree with its subject "to steal," a verb in the inf. mood used as a noun, according to Note under Rule II. (Quote Note.)

"Thou shalt not steal, *is* the eighth commandment." "Is" is an int. v., irr., (Am, was, been,) ind. m., pres. t., 3d p., sing. n., to agree with its subject, "Thou shalt not steal," a part of a sentence used as a noun, according to Note under Rule II. (Quote Note.)

"Socrates and Plato *were* wise." "Were" is an intrans. verb, irr., (Am, was, been,) ind. m., past. t., 3d p., and in the pl. n., because it has two subjects, "Socrates" and "Plato," connected by "and," according to Note under Rule II. (Quote Note.)

"If that skilful painter and glazier *is* in town, be sure to employ him." "Is" is an intrans. verb., irr., (Am, was, been,) ind. m., pres. t., 3d p., and in the sing. n., because its two subjects, "painter" and "glazier," express only one person, according to Note under Rule II. (Quote Note.)

"Ignorance or prejudice *has caused* the mistake." "Has caused" is a trans. verb, reg., act. v., ind. m., pres.-p. t., 3d p., and in the sing. n., because its two subjects, "ignorance" and "prejudice," are in the singular, connected by *or*, according to Note under Rule II. (Quote Note.)

"He and I *shared* the peach between us." "Shared" is a trans. verb, reg., act. v., ind. m., past. t., in the pl. n., because it has two subjects connected by "and," according to Note under Rule II. (quote Note), and in the 1st p., according to Note under Rule II. (Quote Note.)

Note.—Verbs in the Infinitive Mood may be parsed, for the present, as in the Model on page 65.

Exercises.

Parse the Verbs and Subjects in the following sentences :

Perseverance overcomes difficulties.

Difficulties are overcome by perseverance.

Forgive your enemies.

The lesson was recited by the class.

North America was discovered by Columbus.

Bless them that persecute you.

To study seemed his only desire.

To skate is a healthful amusement.

To contradict persons older and wiser than ourselves, violates the rules of politeness.

To be carnally minded is death.

A gunner and his dog were seen in the woods.

The father and daughter were buried in the same grave.

Famine, pestilence, and death follow in the warrior's path.

My friend and teacher has gone to England.

That distinguished poet, orator, and scholar has fallen.

Neither kindness nor harshness had the desired effect.

Neither gold nor silver is found in that country.

Neither time nor tide waits for man.

Neither the troops, nor their commander, were rewarded.

Neither John nor his friends were present.

Either the general or the soldiers are worthy of reward.

You and he are of the same opinion.

You and Susan have studied your lessons.

You and I have forgotten our books.

Either thou, or the teacher, or I am mistaken.

Either thou, or I, or the teacher is mistaken.

Either the teacher, or I, or thou art mistaken.

The teacher, I, and you are mistaken.

RULE III.

A Transitive Verb, in the Active Voice, requires an Object in the Objective Case.

Note.—The noun or pronoun in the objective is said to be *governed* by the verb.

NOTES.

A participle of a Transitive verb, in the Active voice, requires an object in the objective case; as, "The boy, having eaten unripe *fruit*, became sick."

The Relative Pronoun, when in the objective case, generally precedes the verb by which it is governed; as, "The book *which* you see is mine." Here, "which" is the object of the verb "see," and is placed before it.

The object of the verb is sometimes an infinitive mood, or part of a sentence, used as a noun; as, "Boys love *to play*," God said, "*Let there be light*."

Models for Parsing.

"James wrote a *letter*." "Letter" is a com. noun, n. g., sing. n., 3d p., and is in the obj. c., governed by "wrote," a transitive verb in the active voice, according to Rule III. (Quote.)

"The boy, having eaten unripe *fruit*, became sick." "Fruit" is a com. noun, n. g., sing. n., 3d p., and in the obj. c., governed by the participle "having eaten," according to a note under Rule III. (Quote Note.)

"James saw *him*." "Him" is a pers. pronoun, masc. g., sing. n., 3d p., and in the obj. c., governed by "saw," a trans. v. in the act. v., according to Rule III. (Quote.)

Note.—The parsing of the Pronoun here is complete as far as it goes. But there are other things to be learned concerning it under Rule VIII., before it can be parsed in full.

Exercises.

Parse the Objectives which are the objects of Verbs and Participles, in the following sentences:

Charles lost his knife.

Mary found a book.

William has recited his lesson.

They may reach the station.

John caught a bird in the trap.

If you love God, keep his commandments.

Temperance promotes health.

The child, seeing its mother, ran to meet her.

The boys, having recited their lessons, were dismissed.

The thief, having stolen the horse, made his escape.

The dog might have bitten the boy on the hand, if he had not been watched by the driver.

The merchant sold a yard of cloth.

The family, having read a chapter, closed the Bible, and continued their devotions.

The teacher observed a boy breaking the rules.

After capturing the fort, the troops entered the city.

The man whom I saw, informed me that he had a collection of wild beasts, which he would exhibit if you would let him.

Paul said, "Children, obey your parents."

God said, "Let there be light."

Boys love to play.

Charles desires to learn.

Every child should learn to read.

Review.

Parse all the Nominatives and Verbs in the foregoing exercises.



RULE IV.

A Preposition requires an Object in the Objective Case.

Note.—The noun or pronoun in the objective case after a preposition is said to be *governed* by it.

NOTES.

When a preposition is followed by an adjective without a noun, supply the noun, and parse the preposition accordingly; as, “Keep to the right (hand).”

The preposition is frequently omitted, particularly after verbs of *giving* and *procuring*; after adjectives of *likeness* or *nearness*; and before nouns denoting *time*, *place*, *price*, *measure*, etc. When it is practicable to supply the ellipsis, the noun or pronoun is parsed as in the objective, governed by the preposition thus supplied. But when no such word can be supplied, we say the noun is in the objective, expressing *time*, *place*, *price*, *measure*, etc., without any governing word. Examples: Give (to) me a book. Get (for) me an apple. Like (to) his father. Near (to) his home. They travelled (through) sixty miles (in) a day. A wall six feet high. Subjects worthy (of) fame. Books worth (worthy of?) a dollar.

Sometimes one preposition immediately precedes another; as, “*From before* the altar.” The two prepositions in such cases should be considered as one, just as in the case of the compound prepositions *upon*, *within*, etc.

Sometimes a preposition precedes an adverb; as, *at once*, *for ever*, etc. The two words should be taken together, as in the preceding case, and called an adverb.

Models for Parsing.

“James wrote a letter to his *father*.” “Father” is a common, masc. g., sing. n., 3d. p., and in the obj. c., governed by the preposition “to,” according to Rule IV. (Quote.)

“To” is a preposition, showing the relation between “wrote”

and "father," and governs "father" in the obj. c., according to Rule IV. (Quote.)

"God seeth *in* secret." "In" is a preposition, showing the relation between "seeth" and "places," or some such noun understood. The meaning is, "God seeth in secret places."

"Give your *brother* the book." "Brother" is a common noun, masc. g., sing. n., 3d. p., and in the obj. c., governed by the preposition "to," understood, according to note under Rule IV. (Quote.)

Exercises.

Parse the Prepositions, and the Nouns or Pronouns governed by them, in the following sentences:

When the widow stood beside the grave of her husband, she thought over his many acts of kindness towards her. Now he was to rest beneath the clods of the valley, and she was to be left without a partner. The good minister told her to look for comfort in her affliction unto her heavenly Father, and to think of that blissful abode above the weary world, and of that better life beyond the grave.

Turn to the left.

He selected an apple from the best in his orchard.

Mary looks like her mother.

Charles, give me that book.

His ability won him much renown.

The clouds seemed like piles of snow.

A bird can fly twenty miles an hour.

Children near the sea gather shells.

The merchant sold mother, for fifty cents, a yard of silk worth one dollar, and promised to get her some better silk at a less price the next week.

Review.

Parse all the Subjects, Verbs, and Objects of Verbs in the foregoing sentences.

RULE V.

A Noun or a Pronoun in the Possessive Case is dependent upon the Noun signifying the thing possessed.

Note. — The noun or pronoun in the possessive case is said to be *governed* by the noun signifying the thing possessed.

NOTES.

The noun governing the possessive case is often omitted; as, "I bought this slate at the bookseller's [shop]." In such cases, supply the omission, and parse according to the general rule.

In complex names and in complex titles, the sign of the possessive is put only at the end, and the whole complex name, or title, is parsed as one word. Thus, "George Washington's farewell address," not "George's Washington's," etc.

A complex title sometimes consists of several words, some of which may be different parts of speech, and may have an independent construction of their own; thus, "The captain of the guard's horse was slain." In parsing such a sentence, "of the guard" should be parsed first, each word separately, "guard" being in the objective. Then, "captain of the guard's" should be parsed as one complex title, in the possessive case, governed by "horse." The 's belongs not to "guard," but to the whole expression.

The possessive is sometimes governed by a participle used as a noun; as, "The cause of John's forgetting the lesson was his anxiety about the excursion." Here, "John's" is in the possessive case, governed by "forgetting" used as a noun. It would not be correct to put "John" in the objective case governed by "of." "Of," here, governs "forgetting," not "John." "The cause of *John* forgetting the lesson," should be, "The cause of *John's* forgetting the lesson."

Models for Parsing.

"James wrote a letter by his *father's* permission." "Father's" is a com. noun, masc. g., sing. n., 3d p., and in the poss. c., governed by "permission," according to Rule V. (Quote.)

Parse *his* in the foregoing sentence.

"His" is a pers. pronoun, masc. g., sing. n., 3d p., and in the poss. c., governed by "father's," according to Rule V. (Quote.)

Note. — The parsing of the Pronoun here is complete as far as it goes. But there are other things to be learned concerning it under Rule VIII. before it can be parsed in full.

"George Washington's Farewell Address has just been read."
"George Washington's," a complex name, is a prop. noun, masc. g., sing. n., 3d p., poss. c., governed by "Address," according to Rule V. (Quote.)

The Commander-in-chief's horse was stolen. "Commander-in-chief's," a complex title, is a com. noun, masc. g., sing. n., 3d p., poss. c., governed by "horse," according to Rule V. (Quote.)

Exercises.

Parse all the Nouns and Pronouns in the possessive case, in the following sentences:

Cruel boys rob birds' nests.

The widow's friend will not defraud her children.

The boy's politeness caused his friends to respect him.

Mary's friend arrived home safely.

The girl, who lost her book, has found it.

He preferred a shepherd's life to a monarch's throne.

Benjamin Franklin's grave is in Philadelphia.

My father-in-law's house was destroyed by fire.

My brother's behavior is better than my sister's.

She went to the baker's and bought bread for her children.

He spends his spare time at the lawyer's.

They stopped at the bookseller's and made their purchases.

Review.

In the foregoing sentences, parse all the Subjects, Verbs, Objects, and Prepositions.

RULE VI.

A Noun or a Pronoun, put in Apposition with another, agrees with it in Case.

Note.—A word is said to be in apposition with another when it is used to explain or identify the other; as, “Smith, the *bookseller*, died yesterday,” or when it is repeated for the sake of emphasis; as, “Cisterns, broken *cisterns*, that can hold no water.”

NOTES.

The words in apposition may be in any case, nominative, possessive, or objective.

A noun may be put in apposition with a whole sentence; as, “He promptly acceded to my request, an act which redounds greatly to his honor.” “Act” is here nominative, in apposition with the whole of the preceding sentence.

One of the most frequent instances of apposition is where the proper noun of an object is appended to its common name; as, “The river Delaware.”

The phrases “They love one another,” “They love each other,” etc., afford instances of apposition that very frequently occur. In the first of these examples, “one” is in the nominative, and is in apposition with “they;” and “another” is in the objective, governed by “love.” The meaning is, “One loves another.”

Model for Parsing.

“James wrote a letter to his brother *John*.” “John” is a prop. noun, masc. g., sing. n., 3d p., obj. c., in apposition with the noun “brother,” according to Rule VI. (Quote.)

Exercises.

Parse the Nouns and Pronouns in apposition in the following sentences, correcting where necessary:

Alexander, the coppersmith, did me great harm.

My brother, James, has gone home.

Washington, the first President, was buried at Mount Vernon.

My cousin, Mary, has written me a letter.

Kidd, the notorious pirate, suffered the felon's reward, death upon the gallows.

William bought a book for his sister Mary.

Mr. Embury crossed the river Delaware in the ferry-boat Eagle.

The steamer Pennsylvania will sail on Monday.

We should make our business our pleasure.

Why do you assail me, your only brother?

Harrisburg, the capital of Pennsylvania, lies on the east bank of the river Susquehanna.

Preserve your health, the poor man's wealth, the rich man's bliss.

Review.

Parse, in the foregoing exercises, all the Subjects, Objects, Possessives, Prepositions, and Verbs.



RULE VII.

The Verb To Be has the same Case after it as before it.

Note. — In such instances, the noun or pronoun after the verb is not in apposition with the noun or pronoun before it, but is a part of the predicate of the verb. Thus: "James is commander of the troops." Here, "Commander" should be parsed as nominative after the verb *is*. The same meaning would be conveyed by the expression "James commands the troops," so that the word *commander* is really a part of the predicate.

NOTES.

This rule applies to all the variations of the verb "to be," such as, *am, art, is, was, were*, etc. It applies also to the verb *become* and to several other intransitive verbs, and also to the passive voice of some transitive verbs, such as *to be named, to be called*, etc.

The verb *to be* in the infinitive mood used as a noun may have a noun or a pronoun after it without any other noun before it; as, "To be a good *man*, is not so easy a thing as many people imagine." Here "man" should be parsed as used indefinitely after the verb *to be*, without saying what its case is. The infinitive mood of many other intransitive verbs, and likewise the infinitive passive of some transitive verbs, may also have a noun or a pronoun after them used indefinitely; as, "To live a consistent *Christian* is not easy," "To be called a *Roman* was counted a great honor."

Model for Parsing.

"James is commander of the troops." "Commander" is a com. noun, masc. g., sing. n., 3d p., nom. c. after the verb "is," according to Rule VII. (Quote.)

"To be a good *man* is not an easy thing." "Man" is a com. noun, masc. g., sing. n., 3d p., used indefinitely after the verb "to be," according to Note under Rule VII. (Quote.)

Exercises.

Parse the Nouns and Pronouns after the verb in the same case with the noun or pronoun before it, in the following sentences:

Ellen is the best scholar in the class.

Arnold was a traitor to his country.

I am the owner of this property.

Nathan said unto David, "Thou art the man."

Godliness, with contentment, is great gain.

It was he that did it.

It was she that told us the story.

It was Charles that we saw on the boat.

Washington was the first President.

I am sure it was John who passed.

Thomson, the author of "The Seasons," is a delightful poet.

Intemperance has been the ruin of many.

He was considered to be a suitable person.

To be called a coward does not make one so.

To be a good citizen should be every man's desire.

The Senate caused Scylla to be proclaimed dictator.

To die a hero is better than to live a coward.

Review.

Parse, in the foregoing exercises, all the Subjects, Possessives, Objects, Prepositions, and Verbs.



RULE VIII.

A Pronoun agrees with the Noun or the Pronoun for which it stands, in Gender, Number, and Person.

NOTES.

When a pronoun stands for a Collective noun, the pronoun should be singular, if the idea expressed by the noun is singular; as, "The class is too large; *it* must be divided into sections." But if the idea expressed by the noun is plural, the pronoun should be plural, and should be in the neuter gender. "Send the multitude away that *they* may buy themselves bread."

When a pronoun stands for two or more words, connected by *and*, the pronoun should be plural. Thus, "William and Mary were both there; I saw *them*." "He and Mary were both there; I saw *them*." "He and she were both there; I saw *them*." "Them" in the first example stands for two nouns, in the second example for a noun and a pronoun, and in the third for two pronouns.

When a pronoun stands for two or more words, connected by *and*, but used to express only one subject, the pronoun should be singular. Thus, "He knew his Lord and Saviour, and loved *him*."

When a pronoun stands for two or more words, in the singular, connected by *or* or *nor*, the pronoun should be singular. Thus, "Either play or work is injurious, if *it* is carried to excess." If one of the words connected by *or* or *nor* is plural, the pronoun representing them should be plural; as, "Neither the captain nor the crew knew *their* danger."

When a pronoun stands for two or more words, connected by *and*, but of different persons, the pronoun agrees with the first person rather than the second, and with the second rather than the third. Thus, "William and I had *our* skates with *us*." "Our" and "us" are plural, because they stand for two subjects, "William" and "I." But one of these subjects, "William," being in the third person, and the other, "I," being in the first person, the pronoun which stands for both must be in the first

person. We would not express the meaning, if we were to say, "William and I had *their* skates with *them*."

A pronoun may stand for an infinitive mood; as, "To contradict may be rude, but *it* is not criminal." A pronoun may stand also for a part of a sentence; as, "He is very witty, but unfortunately he is aware of *it*." The pronoun in such cases should be in the neuter gender, singular number, and third person. But if there are two or more infinitives, or parts of sentences, making distinct subjects, then the pronoun should be plural; as, "To be temperate, and to use exercise in the open air, are good preservatives of health, but *they* are not infallible."

The pronoun *it* is sometimes used indefinitely, that is, without standing for any particular noun. When so used, it is in the neuter gender, singular number, and third person. Thus, "Come and trip *it* as you go," "*It* rains," "See how *it* snows," "*It* is he."

Who is used in referring to persons; *Which* is used in referring to inferior animals, to things without life, to infants, to collective nouns expressing a singular idea, and to persons in asking questions where the particular individual was inquired for. "*Which*" was formerly applied to persons as well as things; as, "Our Father, *which* art in heaven."

That is used instead of *Who* or *Which* in the following cases:

1. After two antecedents, one requiring *who*, and the other requiring *which*; as, "The *man* and the *house that* we saw yesterday."

2. After the *Superlative*; as, "It is the *best* book *that* can be got."

3. After *Same*; as, "He is the *same* kind-hearted man *that* he used to be."

4. After *All*, or any similar antecedent expressing a general meaning, limited by the following verb; as, "*All that* heard me can testify."

5. After *Who*, used interrogatively; as, "*Who, that* has seen anything of human nature, can believe it?"

6. After *It*, used indefinitely; as, "*It* was he *that* did it."

The relative is sometimes omitted; as, "The letter [which] you wrote me on Saturday, came duly to hand."

The antecedent is sometimes omitted; as, "Who lives to nature, rarely can be poor," meaning, The person who lives, etc.

Models for Parsing.

"Mary lost *her* book." "Her" is a pers. pron., fem. gen., sing. numb., 3d per., to agree with "Mary," according to Rule VIII. (quote), and is in the possessive case, governed by "book," according to Rule V. (Quote.)

"John, *who* was at school, wrote a letter to his father." "Who" is a rel. pron., relating to "John" for its antecedent; it is in the masc. g., sing. n., 3d p., to agree with "John," according to Rule VIII. (quote), and is in the nom. c., subject of the verb "was," according to Rule I. (Quote.)

"The class is too large; *it* must be divided." "It" is a pers. pron., neut. g., sing. n., 3d p., to agree with "class," a collective noun expressing a singular idea, according to a Note under Rule VIII. (quote Note), and is in the nom. c., subject of the verb "must be divided," according to Rule I. (Quote.)

"Charles and Henry were both there; I saw *them*." "Them" is a pers. pron., masc. g., plur. n., 3d p., to agree with "Charles" and "Henry," two words connected by "and," according to a Note under Rule VIII. (quote Note), and is in the obj. c., object of the verb "saw," according to Rule III. (Quote.)

"William and I had our skates with *us*." "Us" is a pers. pron., standing for "William" and "I," two words of different persons; it is therefore in the 1st p., according to a Note under Rule VIII. (quote Note), plur. n., according to a Note under Rule VIII. (quote Note), and is in the obj. c., governed by the preposition "with," according to Rule IV. (Quote.)

"To contradict may be rude, but *it* is not criminal." "It" is a pers. pron., standing for "To contradict;" a verb in the infinitive mood used as a noun, it is therefore in the neut. g., sing. n., 3d p., according to a Note under Rule VIII. (quote Note), and is in the nom. c., subject of the verb "is," according to Rule I. (Quote.)

"*It* rained all night." "It" is a pers. pron., used indefinitely; it is in the neut. g., sing. n., 3d p., according to a Note under Rule VIII. (quote Note), and is in the nom. c., subject of the verb "rained," according to Rule I. (Quote.)

"The man and the house *that* we saw yesterday." "That" is a rel. pron., relating to two antecedents, "man" and "house," and used instead of "who" or "which," according to a Note under Rule VIII. (quote Note), plur. n., according to a Note under Rule VIII. (quote Note), 3d p., and is in the obj. c., governed by the verb "saw," according to Rule III. (Quote.)

"Give me *what* I want." "What" is a rel. pron., and relates to the object of "give," understood, for its antecedent; it is in the neut. g., sing. n., 3d p., to agree with the omitted antecedent, according to Rule VIII. (quote), and is in the obj. c., object of the verb "want," according to Rule III. (Quote.)

"*Whoever* hopes to win the prize, must labor hard." "Whoever" is a compound rel. pron., composed of *who* and *ever*, relating to "person," or some other like word omitted, for its antecedent; in the com. g., sing. n., 3d p., to agree with the omitted antecedent, according to Rule VIII. (quote), and is in the nom. c., subject of the verb "hopes," according to Rule I. (Quote.)

"*Who* wrote the letter? John." "Who" is an interrogative pronoun, [see page 34,] relating to the subsequent word "John;" it is in the masculine gender, singular number, and third person, to agree with "John," according to Rule VIII. (quote), and is in the nominative case, subject of the verb "wrote," according to Rule I. (Quote.)

"*Who* wrote the letter?" "Who" is an interrogative pronoun, relating to some noun contained in the answer, and not yet given; its gender, number, and person, therefore, cannot be determined; it is in the nominative case, subject of the verb "wrote," according to Rule I. (Quote.)

"I do not know *who* wrote it." "Who" is a responsive pronoun, not relating to any word, either antecedent or subsequent; its gender, number, and person, cannot be determined; it is in the nom. c., subject of the verb "wrote," according to Rule I.

Exercises.

Parse all the Pronouns in the following sentences :

John sold his colt to his brother.

Lucy gave her book to her cousin.

While Charles was at school he wrote a letter to his brother.

The boy was arrested by the officer who detected him in the act.

I lost my knife in the woods.

The general, who knew the treachery of the enemy, cautioned his troops of their danger.

The boy who studies will improve.

George received the letter which Charles wrote to him.

Trust not him whose friendship is bought.

“ We come to you to complain of your soldiers ; they have destroyed our playground. We requested them not to disturb it, but they called us rebels, and told us to help ourselves if we could.”

The regiment is now in winter quarters, but it will soon be ordered to the front.

The captain reproved the company because they came without their muskets.

Mary wrote to Charles and John, and advised them to return to their homes.

He and Lucy are in the city, for I saw them.

The captain and the crew were nearly exhausted when they were discovered.

He remembered his benefactor and friend, and loved him for his kindness.

The tyrant and coward is despised by all that know him.

Charles wrote to his friend and playmate, and promised to visit him.

Neither Mary nor Lucy studied her lesson.

Either the officer or the men have failed to perform their duty.

Henry and I took our books to school with us.

Mother and I took our friends with us to see the painting.

You and Henry must study your lessons.

To swear is as impolite as it is wicked.

It is snowing very fast.

It is useless to search further.

Who broke the slate? John.

Who won the prize? Mary.

Who recited the lesson?

Whose book was lost?

I do not know who recited the lesson.

I cannot tell whose book was lost.

You may do what you please, say whatever you will, and take whatsoever you like, but what you do, or whatever you say, and whatsoever you take, you must account for.

Review.

Parse, in the foregoing exercises, all the Nouns, Prepositions, and Verbs.



RULE IX.

*An Article belongs to the Noun which it qualifies or points out.**

NOTES.

The noun to which the article belongs is sometimes omitted. In that case, supply the noun, and parse the article according to the Rule, as belonging to the noun thus supplied. Thus, "Turn neither to *the* right [hand], nor to *the* left [hand]." "Henry *the* Eighth [king of that name] was then reigning."

A is often an abbreviation for some other short word, *at*, *in*, *on*, etc.; as, "His greatness is a ripening." In such cases it is not an article, but a preposition, and is to be parsed accordingly.

Model for Parsing.

"James wrote *a* letter." "*A*" is the ind. art., and belongs to the noun "letter," according to Rule IX. (Quote.)

Exercises.

Parse the Articles in the following sentences:

A book. A good man. The new coat. The fast horse.

In crossing a bridge, you must always keep to the right.

James the Second was banished from the kingdom.

Give glory to God in the highest.

The poor have claims on the rich.

The less you spend the more you will have.

Review.

Parse, in the foregoing exercises, all the Nouns, Pronouns, Prepositions, and Verbs.

* **Note.**—It might perhaps be more scientific to say, "The Article is connected syntactically with the Noun which it qualifies or points out." But the rule as given is easier for the memory, and gives substantially the same idea to the young learner, the only object in either case being to accustom him to the necessity of pointing out the noun to which the Article is thus related.

RULE X.

*An Adjective belongs to the Noun or the Pronoun which it qualifies.**

NOTES.

The noun to which the adjective belongs is sometimes omitted; as, "Of two evils, choose the least" In such cases, supply the omission, and parse the adjective according to the Rule, as belonging to the noun thus supplied.

An adjective sometimes qualifies an infinitive mood, or a part of a sentence, used as a noun; as, "To play is pleasant." "To use profane language is both foolish and wicked." In such cases the adjective should be parsed as belonging to the infinitive mood, or the part of a sentence.

Model for Parsing.

"James writes a *long* letter. "Long" is an adj., in the pos. deg., compared long, longer, longest, and belongs to "letter," which it qualifies or describes, according to Rule X. (Quote.)

"Of two evils, choose the *least*." "Least" is an adj., in the superlative deg., (little, less, least,) and belongs to "evil" understood, which it qualifies or describes, according to Rule X. (Quote.)

"To play is pleasant." "Pleasant" is an adj., pos. deg., (pleasant, more pleasant, most pleasant,) and belongs to "To play," a verb in the infin. m., used as a noun, which it qualifies or describes, according to Note under Rule X. (Quote the Note.)

Exercises.

Parse the Adjectives in the following sentences:

A large reward was offered.

John is a rapid writer.

She is a good girl.

John is a better writer than Charles.

*See Note on page 103.

The darkest night will pass away.

The example is not difficult.

The train went to New York at a rapid rate.

His new slate was broken into many small pieces.

A merry heart maketh a glad countenance.

Charles is the most industrious boy in his class.

Mary is a better writer than Charles.

The poor have claims upon the rich.

In crossing a bridge keep to the right.

Henry the Eighth was then on the throne.

James the Second was banished from the kingdom.

The less you spend, the more you will have.

To steal is wicked.

To eat unripe fruit is injurious.

The window is so located that you can see the beautiful new houses on the opposite side of the river.

Review.

In the foregoing exercises, parse all the Nouns, Pronouns, Prepositions, Articles, and Verbs.



RULE XI.

*An Adjective Pronoun belongs to the Noun or the Pronoun which it qualifies or points out.**

NOTES.

The Distributives and Demonstratives agree in number with the nouns to which they belong; as, "*This* sort of persons," not "*These* sort." The distributives, *each*, *every*, *either*, *neither*, are all singular. Of the demonstratives, *this* and *that* are singular, *these* and *those* plural.

The noun is often understood after adjective pronouns. In such cases, supply the noun, and parse as usual; as, "Let each . . . do his duty."

Model for Parsing.

"James wrote *this* letter." "*This*" is a dem. adj. pron., belonging to "*letter*," according to Rule XI. (quote), and is in the singular number, to agree with "*letter*," according to Note under Rule XI. (Quote.)

Exercises.

Parse the Adjective Pronouns in the following sentences:

Those men only are great who are good.

This house belongs to my father.

That style of dress is admired.

Those books are not in their places.

Such boys are worthy of respect.

Some rivers are shallow.

Give me the other hat.

Every station in life has its cares.

All men must die.

Each boy took his book and went home.

Neither of the boys have arrived.

That horse which you see is mine.

* See Note on page 103.

That statement is not correct.

John, you can take one book, and Mary can take the other.

Such conduct deserves reproof.

Both boys have arrived in time.

This knife was given to me by my brother.

These books were purchased for our library.

Some live in poverty, some in wealth.

Review.

Parse, in the foregoing exercises, all the Nouns, Pronouns, Prepositions, Articles, Adjectives, and Verbs.



RULE XII.

*A Participle belongs to the Noun or the Pronoun which it qualifies.**

NOTES.

1. The participle is often used as a noun, either in the nominative case or in the objective; as, "*Writing* letters is easier than writing compositions" (nom.); "In *writing* letters he soon became expert" (obj.). In these instances, the participle, as a part of the verb, retains its government of the objective.

2. The participle used as a noun, is frequently found governing another noun in the possessive case; as, "Much depends on *John's* writing his letters rapidly."

3. The participle is sometimes used simply as a noun; as, "Avoid foolish *talking* and *jesting*." When so used, parse the word as a participial noun.

4. The participle is sometimes used simply as an adjective; as, "*Singing* birds abound in summer," "He is a *learned* man." When a participle is so used, call it a participial adjective, and parse it as any other adjective.

5. A participle of the verb *to be* may have a noun or a pronoun after it in apposition with the one before it: as, "Thomas, being an apt *scholar*, won the favor of his teacher." This rule applies also to the participles of many other intransitive verbs, and likewise to the participles of the passive voice of some transitive verbs; as, "Solomon, while reigning *king*, built the temple," "Washington, being appointed *commander-in-chief*, proceeded at once to Cambridge."

Model for Parsing.

"The child, *seeing* its mother, ran to meet her." "Seeing" is the present participle, active, of the irregular transitive verb "to see," (see, saw, seen,) and belongs to "child," according to Rule XII. (Quote.)

* See Note on page 103.

"Writing letters is easier than writing compositions." "Writing" is the pres. part., active, of the irreg. trans. verb "to write," (write, wrote, written.) It is here used as a noun, according to a note under Rule XII. (Quote the Note.) It is in the nom. case, subject of the verb "is," according to Rule I. (Quote.)

"Avoid foolish *talking* and jesting." "Talking" is a participial noun, in the neut. gen., sing. numb., 3d per., obj. c., object of the verb "avoid," according to Rule III. (Quote.)

"*Singing* birds abound in summer." "Singing" is a participial adj., not compared, and belongs to "birds," which it qualifies or describes, according to Rule X.

"James, *having written* a letter, sent it to the post-office." "Having written" is the comp. perf. part., active, of the irr. trans. verb "to write" (write, wrote, written), and belongs to "James," according to Rule XII. (Quote.)

Exercises.

Parse all the Participles in the following sentences :

The snow, falling rapidly, soon covered the ground.

A man deserving blame should be censured.

The laborer, fatigued with the toil of the day, slept soundly.

The exercise written by Charles was admired by all.

The boys, having recited their lessons, were dismissed.

John, having written his composition, gave it to the teacher.

The day being far spent, we returned to our homes.

The lesson having been recited, the class was dismissed.

The fire having been extinguished, the crowd dispersed.

Honor defined by Cicero is the approbation of good men.

William, being successful in his examination, expects promotion.

William, having been successful in his examination, was promoted.

William, having succeeded in his examination, expects to be promoted.

Reading good books promotes knowledge.

In catching fish he soon became expert.

Charles takes pleasure in studying his lessons.

Much depends on Mary's reaching the city promptly.

John's writing is worthy of commendation.

The astronomer spent the night in studying the heavens.

Loud talking and laughing are rude.

Bryant is a distinguished poet.

The roaring lion is an object of fear.

Charles being the first boy to arrive, was rewarded.

Mary being an industrious girl was commended by her teacher.

He being an old offender, was sentenced to imprisonment.

The fire breaking out in the night, and the night being dark, the house was destroyed, the frightened inmates barely escaping with their lives, with their clothing scorched, and with limbs broken or bodies mutilated.

Review.

Parse, in the foregoing exercises, all the Nouns, Pronouns, Prepositions, Articles, Adjectives, and Verbs.



RULE XIII.

*An Adverb belongs to the Verb, Adjective, or other Adverb which it qualifies.**

NOTES.

There is often used as a mere *expletive*, its only force being to introduce the verb before its nominative; as, "There is truth in the old proverb." In such sentences, *there* does not mean *in that place*.

Nay, no, yea, yes, expressing simply negation or affirmation, contain in themselves a complete sense, and do not belong to any verb. The same is true of *Amen*. In parsing each word state merely that they are adverbs.

Adverbs should not be used where adjectives are required, that is, to qualify nouns or pronouns. Thus, "The dress looked *pretty*," not "*prettily*." "*Pretty*," here, is an adjective describing "dress," and does not qualify the verb "looked." It does not express the manner of looking.

Sometimes an adverb is preceded by a preposition, as, *at once*, *for ever*, *etc.* In such cases the two words should be taken together and called an adverb.

Model for Parsing.

"James wrote a letter *hastily*." "*Hastily*" is an adv. in the pos. deg. (*hastily*, more *hastily*, most *hastily*), and belongs to the verb "wrote," according to Rule XII. (Quote.)

"A *thoroughly* bad man." "*Thoroughly*" is an adv. in the pos. deg. (*thoroughly*, more *thoroughly*, most *thoroughly*), and belongs to the adj. "bad," according to Rule XII. (Quote.)

Exercises.

Parse all the Adverbs in the following sentences :

Live temperately.

She is particularly careful.

* See Note, page 103.

This horse runs very rapidly.

The most cautious are often deceived.

Thus the farmer sows his seed.

Great men are greatly admired.

How can you behave so badly?

Why do you neglect your duty?

A smart child may learn more rapidly than is desirable.

Remember now thy Creator in the days of thy youth.

You must try to write more carefully; you are the least careful writer in the class.

Cherish me kindly, cheer my young heart,
I will follow thee ever, and never depart.

There was a man sent from God whose name was John.

There is truth in the old proverb.

There is nothing to be seen.

Did you recite the lesson? Yes.

Has Charles returned from school? No.

The boys have arrived at last.

They returned at once to their homes.

A good name endureth for ever.

It is exceedingly cold, the north wind blows keenly! I have seldom experienced so severe a winter.

Review.

In the preceding exercises, parse all the Nouns, Pronouns, Prepositions, Articles, Adjectives, and Verbs.



RULE XIV.

The Infinitive Mood depends upon some Verb, Adjective, or Noun.

Explanation. — “He delights *to tease* his companions.” Here, “to tease” depends on the verb “delights.” That is the word with which it must be connected in order to make sense.

“His time *to die* had not yet come.” In this example, “to die” depends on the noun “time.”

“He was too stupid *to learn*.” Here, “to learn” depends on the adjective “stupid.”

NOTES.

1. The preposition *to*, which is used in making the form called the infinitive mood, and which is generally called the sign of the infinitive mood, is not to be parsed by itself, but with the verb.

2. *To*, the sign of the infinitive, is generally omitted after the active voice of the verbs *bid*, *dare* (to venture), *need*, *make*, *see*, *hear*, *feel*, *let*, and some others; as, “I saw him (to) do it.” In the passive voice of these verbs, however, the “to” is generally expressed; as, “He was seen *to* do it.”

3. The infinitive mood is frequently used as a noun, and at the same time retains its government of the objective case. Thus, “To write letters is easy.” Here, “to write,” as a noun, is nominative to “is,” and at the same time, as a verb, governs “letters.”

Model for Parsing.

“Charles expects *to win* the prize.” “To win” is a trans. verb, irr. (win, won, won), act. v., inf. m., pres. t., and depends upon the verb “expects,” according to Rule XIV. (Quote.)

Exercises.

Parse all the Infinitives in the following sentences:

Charles expects to return to school.

Mary tried to catch the train.

Henry wanted to borrow my knife.

The sinner was not prepared to die.

He was too scurrilous to be tolerated in decent society.

The President was to have been inaugurated last Friday.

She seemed to love her child, and yet she was seen to treat it badly.

It was too late to travel any farther.

It is too early to visit her.

It was too wet to go out.

I saw him take the book.

I heard him recite the lesson.

They need not call her.

I bade him go home.

Employ your time judiciously, and you will not find it pass so slowly.

To write letters is easy.

To write a good composition requires care.

To love our friends is natural.

The difference in their conduct makes us approve the one and condemn the other.

Review.

Parse all the other words in the foregoing exercises, except the Conjunctions.



RULE XV.

A Conjunction connects the Words, Sentences, or Parts of Sentences, between which it stands.

NOTES.

The words connected by conjunctions must be of the same class. Nouns are connected with nouns, adjectives with adjectives, verbs with verbs, adverbs with adverbs, etc. Nouns and pronouns are here counted as belonging to one class.

Words and clauses are often connected, not by a single conjunction, but by two conjunctions, or by a conjunction and an adverb, corresponding to each other; as, "Give me *neither* poverty *nor* riches."

Model for Parsing.

"James *and* John are brothers." "And" is a conjunction, connecting "James" and "John," according to Rule XV. (Quote.)

"It is neither cold nor hot." "Neither" and "nor" are corresponding conjunctions, connecting "cold" and "hot," according to a note under Rule XV. (Quote.)

Exercises.

Parse all the Conjunctions in the following sentences :

John and James have gone to school.

The farmer sold his wheat and corn to the miller.

Forget the faults of others, and remember your own.

You shall never fail, if you do these things.

Though he slay me, yet will I trust in him.

He is a friend to-day, but may be an enemy to-morrow.

As he treats others, so will he be treated by them.

Washington was a better man than Napoleon.

Unless it blossom in the spring, the tree will not bear fruit.

The hour has arrived, therefore we must depart.

Review.

Parse all the other words in the foregoing sentences.

RULE XVI.—INTERJECTIONS.

An Interjection has no dependence upon other words.

NOTES.

In parsing an interjection, all that is necessary is to tell what part of speech it is.

Sometimes interjections have the appearance of governing the objective case; as, "Ah, me!" But such sentences are always elliptical, some verb or preposition being understood; as, "Ah! (pity) me."





REVIEW EXERCISES.



1. WRITE three sentences, each containing a noun used as the subject of a verb.

2. Write three sentences, each containing a pronoun used as the subject of a verb.

3. Write three sentences, each containing a complex name used as the subject of a verb.

4. Write three sentences, each containing a verb in the infinitive mood used as a noun, subject of a verb.

5. Write three sentences, each containing a noun in the nominative case independent.

6. Write three sentences, each containing a noun in the nominative case absolute.

7. Write three sentences, each containing a verb in the plural number, having two or more subjects connected by "*and*."

8. Write three sentences, each containing a verb in the singular number, having two or more subjects connected by "*and*."

9. Write three sentences, each containing a verb in the singular number, having two or more subjects connected by "*or*" or "*nor*."

10. Write three sentences, each containing a verb in the plural number, having two or more subjects connected by "*or*" or "*nor*."

11. Write three sentences, each containing a verb in the infinitive mood used as a noun in the objective case.

12. Write three sentences, each containing a part of a sentence used as a noun in the objective case.

13. Write three sentences, each containing a preposition followed by an adjective without any noun expressed.

14. Write three sentences, each containing a noun in the objective case, object of some omitted preposition.

15. Write three sentences, each containing a noun in the possessive case with the governing noun omitted.

16. Write three sentences, each containing a complex name in the possessive case.

17. Write three sentences, each containing a complex title in the possessive case.

18. Write three sentences, each containing a noun in the possessive case governed by a participle.

19. Write three sentences, each containing a noun in apposition with another noun in the nominative case.

20. Write three sentences, each containing a noun in apposition with another noun in the objective case.

21. Write three sentences, each containing the verb "*to be*" used as a noun, and having a noun or pronoun after it used indefinitely.

22. Write three sentences, each containing a pronoun standing for a collective noun.

23. Write three sentences, each containing a pronoun in the plural number standing for two or more words connected by "*and*."

24. Write three sentences, each containing a pronoun in the singular number standing for two or more words connected by "*and*."

25. Write three sentences, each containing a pronoun in the singular number standing for two or more words connected by "*or*" or "*nor*."

26. Write three sentences, each containing a pronoun in the plural number standing for two or more words connected by "*or*" or "*nor*."

27. Write three sentences, each containing a pronoun standing for two or more words of different persons connected by "*and*."

28. Write three sentences, each containing a pronoun standing for a verb in the infinitive mood used as a noun.

29. Write three sentences containing the pronoun "*it*" used indefinitely.

30. Write twelve sentences, three of each class (see page 98), each containing the pronoun "*that*" used instead of "*who*" or "*which*."

31. Write three sentences, in each of which omit the relative pronoun.

32. Write three sentences, in each of which omit the antecedent.

33. Write three sentences, each containing an article, and omitting the noun to which the article belongs.

34. Write three sentences, each containing an adjective, and omitting the noun which the adjective qualifies.

35. Write three sentences, each containing an adjective qualifying a verb in the infinitive mood used as a noun.

36. Write three sentences, each containing an adjective pronoun qualifying some omitted noun.

37. Write three sentences, each containing a participle used as a noun in the nominative case, and retaining its government of the objective case.

38. Write three sentences, each containing a participle used as a noun in the objective case, and retaining its government of the objective.

39. Write three sentences, each containing a participle used as a noun, and governing another noun in the possessive case.

40. Write three sentences, each containing a participle used simply as a noun.

41. Write three sentences, each containing a participle used as an adjective.

42. Write three sentences, each containing a participle of the

verb "*to be*," having a noun or pronoun after it in apposition with one before it.

43. Write three sentences, each containing a preposition and an adverb to be taken together as an adverb.

44. Write three sentences, each containing a verb in the infinitive mood depending upon some other verb.

45. Write three sentences, each containing a verb in the infinitive mood depending upon an adjective.

46. Write three sentences, each containing a verb in the infinitive mood depending upon a noun.

47. Write three sentences, each containing a verb in the infinitive mood, with the sign of the infinitive omitted.

48. Write three sentences, each containing a verb in the infinitive mood used as a noun in the nominative case, and retaining its government of the objective.





EXERCISES

IN THE

CORRECTION OF FALSE SYNTAX.



“John and me went home.”

This sentence is incorrect, because “*me*,” one of the subjects of the verb “*went*,” is in the objective case. It should be in the nominative case, according to Rule I. (Quote.) The sentence should read, “John and I went home.”

“The days of man is but as grass.”

This sentence is incorrect. “*Is*” is singular. It should be plural, because its subject, “*days*,” is plural, according to Rule II. (Quote.) The sentence should read, “The days of man are but as grass.”

“Life and death is in the power of the tongue.”

This sentence is incorrect. “*Is*” is singular. It should be plural, because it has two subjects connected by “*and*,” according to a note under Rule II. (Quote the Note.) The sentence should read, “Life and death are in the power of the tongue.”

“He and they we know, but who art thou?”

This sentence is incorrect. “*He*” and “*they*” are in the nominative case. They should be objective, because they are the objects of the verb “*know*,” according to Rule III. (Quote.) The sentence should read, “Him and them we know, but who art thou?”

"The property was divided between you and I."

This sentence is incorrect, because "*I*," one of the objects of the preposition "*between*," is in the nominative case. It should be objective, according to Rule IV. (Quote.) The sentence should read, "The property was divided between you and me."

"It was him that did it."

This sentence is incorrect. "*Him*" is in the objective case. It should be nominative, because the verb "*to be*" has the same case after it as before it, according to Rule VI. (Quote.) The sentence should read, "It was he that did it."

"Neither the captain nor the crew knew his danger."

This sentence is incorrect. "*His*" is singular. It should be plural, because it stands for two nouns connected by "*nor*," one of which is plural, according to a note under Rule VIII. (Quote the Note.) The sentence should read, "Neither the captain nor the crew knew their danger."

Correct the following sentences, giving reasons for the corrections:

1. Him and her are of the same age.
2. They and us agreed to do it.
3. You and them had a long dispute.
4. Mary and me have studied our lessons.
5. John and him have gone home.
6. Mary and her have finished their work.
7. You was there when we left.
8. The boys loves to play.
9. Great pains has been taken to little purpose.
10. He dare not act contrary to his instructions.
11. A variety of pleasing objects charm the eye.
12. The people has no opinion of their own.
13. The class have been dismissed.
14. Neither precept nor discipline are so forcible as example.
15. Either thou or I art mistaken.

16. Either I or thou am mistaken.
17. To play in the mud, and to walk through the wet grass, soils the clothes.
18. Neither John nor James have arrived.
19. Ignorance or prejudice have caused this mistake.
20. John and James was both there.
21. He or I is to go.
22. He that is idle, reprove sharply.
23. He that committed the offence you should punish.
24. The teacher taught him and I to read.
25. Who did you see at school?
26. Who do you want?
27. He that is needy you should assist.
28. Let you and I the battle try.
29. Who did you receive the intelligence from?
30. Who did you inquire for?
31. Nothing has been heard of he or his brother.
32. We miss our classmate, he who was so kind.
33. His aunt, her who was here, died suddenly.
34. My brother, him you saw yesterday, lives in that house.
35. We should praise God, He who has given us all things.
36. It was her that told the story.
37. It was him that told the story.
38. It was them that we saw.
39. It was me that wrote the letter.
40. The Board of Education has just published their annual report.
41. Vice and ignorance have cast its blight over thousands.
42. A tree is known by his fruit.
43. If you have a pen or a pencil lend them to me.
44. He or his brother lost their title.
45. The tiger is a beast of prey who destroys without pity.

46. This is the same picture which we saw before.
47. All which beauty, all which wealth e'er gave.
48. Who, who has any sense of duty would act thus.
49. The lady and the lap dog which we saw at the window.
50. The infant whom you see in the cradle is very sick.
51. This is the friend which I love.
52. Those sort of goods are not durable.
53. Those sort of people fear nothing.
54. These kind of persons cannot be trusted.
55. Much depends on Mary reaching the city promptly.
56. This apple tastes sweetly.
57. He lives in a manner suitably to his station in life.
58. He hoped for a soon and prosperous issue to the war.
59. They need not to call her.
60. I dare not to proceed so hastily.
61. He was seen write the letter.
62. He bade me to go home.





SELECTIONS FOR PARSING.



1. A soft answer turneth away wrath; but grievous words stir up anger.

2. A good name is better than precious ointment.

3. A good man obtaineth favor of the Lord.

4. A righteous man regardeth the life of his beast; but the tender mercies of the wicked are cruel.

5. As thy days, so shall thy strength be.

6. A man that hath friends must show himself friendly; and there is a friend that sticketh closer than a brother.

7. A word fitly spoken is like apples of gold in pictures of silver.

8. A wise son heareth his father's instruction; but a scorner heareth not rebuke.

9. And if the blind lead the blind, both shall fall into the ditch.

10. And we know that all things work together for good to them that love God.

11. A wise son maketh a glad father; but a foolish man despiseth his mother.

12. A good name is rather to be chosen than great riches, and loving favor rather than silver and gold.

13. A prudent man foreseeth the evil and hideth; but the simple pass on and are punished.

14. A little that a righteous man hath is better than the riches of many wicked.

15. A false balance is an abomination to the Lord; but a just weight is his delight.

16. A fool uttereth all his mind; but a wise man keepeth it till afterwards.

17. A merry heart doeth good like a medicine; but a broken spirit drieth the bones.

18. A wise man will hear and will increase learning.

19. An angry man stirreth up strife; and a furious man aboundeth in transgression.

20. All things whatsoever ye would that men should do to you, do ye even so to them.

21. Your voiceless lips, O flowers! are living preachers,
Each cup a pulpit, and each leaf a book,
Supplying to my fancy numerous teachers
From loveliest nook.

22. In the world's broad field of battle,
In the bivouac of Life,
Be not like dumb, driven cattle:
Be a hero in the strife.

23. The spacious firmament on high,
With all the blue ethereal sky,
And spangled heavens, a shining frame,
Their great Original proclaim.

24. Be still, sad heart! and cease repining;
Behind the clouds is the sun still shining;
Thy fate is the common fate of all;
Into each life some rain must fall,—
Some days must be dark and dreary.

25. Art is long, and time is fleeting,
And our hearts, though stout and brave,
Still, like muffled drums, are beating
Funeral marches to the grave.

26. Judge not the Lord by feeble sense,
But trust him for his grace;
Behind a frowning providence
He hides a smiling face.
27. Labor is life! 'T is the still water faileth;
Idleness ever despaireth, bewaileth;
Keep the watch wound, for the dark rust assaileth;
Flowers droop and die in the stillness of noon.
28. Beside the bed where parting life was laid,
And sorrow, guilt, and shame by turns dismayed,
The reverend champion stood. At his control
Despair and anguish fled the struggling soul,
Comfort came down, the trembling wretch to raise,
And his last faltering accents whispered praise.
29. To him who in the love of Nature holds
Communion with her visible forms, she speaks
A various language; for his gayer hours
She has a voice of gladness, and a smile
And eloquence of beauty, and she glides
Into his darker musings, with a mild
And healing sympathy, that steals away
Their sharpness, ere he is aware.
30. So live, that, when thy summons comes to join
The innumerable caravan, that moves
To that mysterious realm where each shall take
His chamber in the silent halls of death,
Thou go not like the quarry-slave at night
Scourged to his dungeon, but, sustained and soothed
By an unfaltering trust, approach thy grave
Like one who draws the drapery of his couch
About him, and lies down to pleasant dreams.
31. Beside yon straggling fence that skirts the way,
With blossomed furze unprofitably gay,
There, in his noisy mansion, skilled to rule,
The village master taught his little school.

A man severe he was, and stern to view;
I knew him well, and every truant knew:
Well had the boding tremblers learned to trace
The day's disasters in his morning face;
Full well they laughed, with counterfeited glee,
At all his jokes, for many a joke had he;
Full well the busy whisper, circling round,
Conveyed the dismal tidings when he frowned.

32. Abou Ben Adhem (may his tribe increase!)
Awoke one night from a sweet dream of peace,
And saw, within the moonlight in his room,
• Making it rich, and like a lily in bloom,
An angel writing in a book of gold.
Exceeding peace had made Ben Adhem bold,
And, to the Presence in the room, he said:
"What writest thou?" The vision raised its head,
And, with a look made all of sweet accord,
Answered, "The names of those who love the Lord!"
"And is mine one?" asked Abou. "Nay, not so,"
Replied the angel. Abou spake more low,
But cheerily still; and said, "I pray thee, then,
Write me as one that loves his fellow-men."
The angel wrote, and vanished. The next night
It came again, with a great wakening light,
And showed the names whom love of God had bless'd;
And, lo! Ben Adhem's name led all the rest!

THE END.







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